



Ss Peter & Paul's School

Doncaster East

2021 Annual Report to the School Community



Registered School Number: 1604

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Governing Authority Report3
- Our School Vision4
- School Overview5
- Principal's Report6
- Education in Faith7
- Learning & Teaching9
- Student Wellbeing12
- Child Safe Standards16
- Leadership & Management17
- School Community21

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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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

31/03/2022

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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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 2021 the school had a class structure of:

- One class of Prep/1
- 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 2021 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, Blueearth and Sport to work alongside our classroom teachers to deliver a 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 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

It was again an honour and a privilege to lead the school community of Ss Peter & Paul's Doncaster East as Principal in 2021. It was another extremely challenging year for all members of our school community, as we again experienced a year of interrupted learning and state wide restrictions as a result of the Coronavirus pandemic. We again experienced periods of remote learning and limitations to school and community events. Despite these unforeseen challenges, I was once again fortunate to have the full support of our Parish Priest, Fr Jerald Mariadis, the staff and school community. I am forever grateful for the way in which our school community supported one another throughout the year with patience, kindness and understanding.

Students spent approximately twelve weeks (12) in remote learning across the year with most of these within Term 3. Term 4 saw a gradual return of students to on-site learning with restrictions to visitors, the wearing of face masks and the limitations of school gatherings.

We endeavoured however to maintain our commitment to high quality education and our focus on student well-being. Our familiarity with online learning and our ever evolving ways of working made for a productive year of learning for all.

Despite the challenges that were again faced in 2021, the students, families and staff are to be commended for their persistence and commitment to the safety and well-being of everyone.

We look forward to a year of new possibilities in 2022!

Education in Faith

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 2021, 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 John with the adoption of a whole school theme: "Peace & Trust"
- 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
- 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 - "Peace & Trust"
- Beginning School Year Mass - induction of school leaders and staff
- Commissioning of School Advisory Board

- Sacramental Preparation Programs-for the most part were put on hold. We were able to facilitate the celebration of the Sacraments of First Communion and Confirmation despite the numerous rescheduling of dates.
- Class prayers each morning during class google meets and when onsite
- Class collections of goods for donation through St Vincent de Paul Society to parish families in need
- Fundraising for Project Compassion
- Community celebrations of Church seasons; Lent, Holy Week, Christmas
- Bi-weekly Assemblies through online Google Meets - prayer and reflection were an important element of these gatherings. When onsite we were able 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 remotely
- Daily Advent Prayer over the PA
- Graduation Ceremony
- End of School Year Mass - handing over of student leadership.

Learning & 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 2021 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 Reading across the school.
- 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 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.
- Introduction 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
- Development and delivery of online learning
- Inclusion of Learning Intentions and Success Criteria in online learning
- Google meets for planning, Professional Learning Team Meetings and Staff Meetings
- Google Meet Whole School Assemblies for showcase of learning
- Building upon our work in School Improvement in Learning Collaborative with the Eastern Region Team
- Unpacking of the 14 parameters - work with Lyn Sharatt
- Classroom set up - creating the best learning environments to meet the needs of our students
- Enhancement of Staff Hub - resource storage room and staff planning room.

STUDENT LEARNING OUTCOMES

NAPLAN results in 2021 indicate the following percentage of matched students from 2019 and 2021 who showed medium to high growth in the respective assessment tasks:

- Reading - 88% match students showed medium to high growth
- Writing - 87.5% match students showed medium to high growth
- Spelling - 88% match students showed medium to high growth
- Numeracy - 77% match students showed medium to high growth
- Grammar & Punctuation - 75% match students showed medium to high growth.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	93.8	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	93.8	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	90.9	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	90.9	-
YR 05 Spelling	100.0	-	-	90.9	-
YR 05 Writing	100.0	-	-	90.9	-

* 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 2021 have been:

- Staff Professional Learning - Intervention Framework Modules, Berry Street Educational Model - Master Classes
- Appointments of a Student Well-being Leader and a Student Diversity Leader both as members of the School Leadership Team.
- School expectations and Student Codes of Conduct 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. This was maintained through our Remote Learning experience and included sessions for staff after hours.
- Explicit teaching of school values and dispositions.
- Social and Emotional Learning highlighted in teacher planning.
- Well-being Leader regularly planned with staff and conducted Professional Learning Meetings.
- Student Diversity Leader facilitated the entitlement of students with disabilities and special needs.
- Staff capacity was built through Professional Learning Meetings lead by the SDL around understanding the categories of disabilities, levels of adjustments and evidence gathering.
- 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
- Whilst online, continuation of the regular classroom routine whenever, possible

- Regular well-being staff meetings focusing on students
- Regular check ins for our students during remote learning
- Targeted small group intensive teaching sessions online
- Social Emotional Learning sessions implemented in each classroom
- Mandatory reporting professional learning
- DSE modules for NCCD professional learning requirements
- Social Emotional Learning and Mindfulness resources accessible for staff, students and families
- Follow up with absentees with appropriate support strategies and resources
- Fortnightly Online assemblies - celebrating student achievements, persistence and resilience
- Senior School Camp - Golden Valley Lodge - Flinders
- School Production - Better Together In the Land of OZ - restrictions do not enable the school to perform the concert on stage, instead the performance was videoed and made available to all members of the community.

VALUE ADDED

- School Camp - off-site experience
- 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 & Green Team Leaders
- Social and Emotional learning focus in classroom
- NCCD Meetings - Student Diversity Leader and Class Teachers
- Bluearth- focus on Mindfulness
- Student recognition certificates awarded
- Student lead lunchtime activities
- Transition to Secondary School
- Prep Transition
- Through the CEG, grant applications were created and successfully awarded in the area of gardening
- CEG facilitated Science Day
- Celebration of Book Week, Green Day

- School Production - Better Together in the Land of Oz

Extra Curricula Activities:

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

STUDENT SATISFACTION

Student satisfaction results from MACSIS 2021 indicated an overall school positive endorsement percentage of 70%. This is 4% improvement for 2019 and 4% 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.

Recording Attendance During Remote Learning

In recognition of the challenges faced by schools in transitioning to remote learning, the Minister for Education issued a direction to the Victorian Registration and Qualifications Authority (VRQA) to afford schools some flexibility regarding the monitoring of attendance. At Ss Peter & Paul's School, we choose to monitor attendance once daily.

We used a range of mechanisms to determine if students were attending in a remote learning context. This included:

- Learning contact: the school verified that the student has engaged with learning tasks through participation in the teaching schedule. This included through the student's engagement with the school's learning platform, through teachers' direct interactions with the student and through the student's submission of work.
- Student, parent or carer contact: the school made contact with the student, parent or carer to verify the student's participation that day.
- Onsite attendance: the student was recorded as present at a school site for onsite programs.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.5%
Y02	91.4%
Y03	97.7%
Y04	93.6%
Y05	93.9%
Y06	93.9%
Overall average attendance	94.4%

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.

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.

- The embedding of policies and commitments into every day practice
- 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
- Strategies addressing the principle of inclusion
- Child Safety Team/Committee structures
- Engagement of Families and communities in promoting child safety
- Human Resources practices (recruitment, supervision, performance review)
- Child safety - Risk Management practices

During 2021, staff participated in regular Professional Learning related to the safety and well-being of our students. These included:

- First Aid/CPR updates including Anaphylaxis & Asthma management.
- Mandatory reporting update
- Risk management
- Berry Street Education Model

During the remote learning periods, extra steps were taken to monitor safety and promote well-being including:

- Regular well-being checks by staff
- Support for vulnerable and at-risk children to attend on-site
- Reinforcing of protocols when on-line - using learning tools, communication channels and on-line meeting platforms.

Leadership & Management

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

Revised model of leadership with all classroom teachers assigned a Position of Leadership alongside the Principal, Deputy Principal, Student Well-being Leader & Student Diversity Leader - new positions in 2021 included Indigenous Education Leader, Sustainability Education Leader, and Family School Partnership Leader. The role of REL was divided into two parts - Curriculum (held by a classroom teacher) and Sacrament & Liturgy (held by the Principal)

School IT Infrastructure

Digital technologies coach - coaching of staff in use of Google Apps for Education, Google Classroom, Google Meets

Ongoing professional development of staff throughout the year - remote and onsite

IT Technician - PlexusIT

New Administration Desktop Computers

New teaching staff laptops

Instillation of new WAPS throughout the school

School Improvement Framework - Year 3 of cycle

Creation of Annual Action Plan for 2021

ECSI Survey conducted

MACSIS Survey conducted

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

Devised and reviewed plan of each staff member regularly through meetings with the Principal/Leadership Team Member and individual staff members

Annual Review Meetings- modified in light of remote learning

School Marketing Action Plan

Enrolment Maximisation Cluster Membership - MACS facilitated

Remote Kinder Visits

School Advertising - new photos and updated information

Print Media - brochures, pamphlets, Real Estate Boards

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

Initial works on new school website - due for completion in 2022

Building & Maintenance

Tree Maintenance - removal of problematic trees

Working Bees

Minor structural repairs

Garden Maintenance

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Digital Technology Coaching
- Blueearth Training
- Reading Facilitated Planning with Literacy Learning Consultant Eastern Region
- Mathematics Facilitated Planning with Mathematics Consultant Eastern Region
- Mathematics - Launch, Explore, Summarize Lesson Structure
- Intervention Framework Professional Learning Modules
- Strategic Planning Day
- Berry Street Education Model - Master Classes
- PLTs sharing of IT knowledge & skills
- Personalised support for IT use
- Team Planning - remote and onsite
- 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
- Emergency Management
- Curriculum Planning and School Improvement Planning

Number of teachers who participated in PL in 2021	11
Average expenditure per teacher for PL	\$1356

TEACHER SATISFACTION

MACSIS 2021 Staff Response Data indicates an overall positive endorsement percentage of 76% which is 8% above MACS average.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	83.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	57.1%
Graduate	42.9%
Graduate Certificate	28.6%
Bachelor Degree	71.4%
Advanced Diploma	57.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	12.0
Teaching Staff (FTE)	7.4
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	8.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

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 - Intergenerational Program
- Successful grant recipients for Woolworths Garden Projects - rejuvenation of vegetable patch
- New manager of school social media presence - School Presence - creation of an instagram account for the school
- 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 Online / Remote Science Day at the end of Term 3, fund-raising for school production costs, carols night.
- Lunchtime activities whilst in remote learning
- Online Assemblies
- School Performance - Better Together in the Land of Oz - recorded and shared with the whole school community
- Ss Peter & Paul's Playgroup.

PARENT SATISFACTION

MACSIS 2021 Family Response Data indicates an overall positive endorsement percentage of 62%.