



St Peter's School,  
Caboolture

# ANNUAL REPORT 2018

*As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.*

## Contact information

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## Vision, Mission and Values

### Vision

Inspired by St Mary MacKillop, we live learning in a community of faith and love.

### Mission

In the Catholic Faith tradition and embodying the Gospel values of freedom and love, we will strive for excellence in learning and teaching.

### Values

#### SAFETY & WELLBEING

We strive to ensure that our community feels secure by providing a positive school environment that is safe and without risks to health and well-being.

#### RESPECT

Our community is built on the belief that each person is made in the image and likeness of God and so we foster relationships, cooperation, collaboration, communication and support. All interactions within our school, whether staff, students, parents, parishioners and visitors to our school, are respectful at all times.

#### LEARNING

We encourage individuals to strive to be successful learners who pursue excellence through a vibrant, creative, challenging, Catholic curriculum that is visible, active and interactive to construct knowledge and meaning. As lifelong learners, we achieve success through persistence, resilience, organisation, confidence and getting along with others.

#### RESPONSIBILITY

We strive for equity and justice as we take responsibility for our actions and endeavour to act justly as stewards of creation, within a global community

## Principal's foreword

### Introduction

The 2018 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, environmental footprint, school funding, workforce composition and student performance.

## School progress towards its goals in 2018

### Strong Catholic identity

1. Teachers reflect familiarity with the Catholic Perspective and have an awareness of Catholic Moral Theology in relation to Relationships and Sexuality Education in the HPE Curriculum.

Achieved: Information gathered from the Staff RSE Survey indicated that staff were becoming familiar and confident with the Catholic perspective in relation to Relationship and Sexuality Education within the HPE curriculum.

1. Grow the holistic and inclusive formation of students and staff through explicit, systematic approaches.

Achieved: Formation opportunities were provided to staff through the facilitation of a spiritual development day during January PD days. Several staff members, including the leadership team engaged with the Catching Fire program. All students engaged in formation opportunities through year level spirituality days in collaboration with St Columban's College and the Year of Youth Project Officer.

### Excellent learning and teaching Goals 2018

1. To increase student achievement so that 75% of our Prep students will achieve PM Benchmark 5 or above at an instructional level.

Achieved: Prep teachers engaged with professional learning to identify reading readiness. An Education Officer was engaged to work with teachers to support the implementation of short, responsive planning cycles. There was an explicit focus on embedding effective and expected practices within planning cycles and classroom practice.

2. To increase student achievement in reading and mathematics aligned with targets set for each year level.

Achieved: Professional learning focused on building teacher capacity to analyse and respond to student achievement data. The 4cs model was introduced to support collaborative pedagogical practices. This included co-planning, co-teaching, co-debriefing and co-reflecting. Teaching staff are engaging with the BCE NuMa strategy to increase student achievement in Mathematics.

## Building a sustainable future

1. Optimise the use of sustainable practices and technology to support learning, teaching, collaboration, decision making and the environment.

Achieved: A multi-specialist team was engaged to develop a Living Laudato Si' Energy Reduction and Management Plan for St Peters. The work involved consultations with the leadership team, building, natural environment / plant audits and detailed energy analysis of both air-conditioning operation, lighting, and energy data.

2. To promote a consistent approach to the continuous improvement of Health, Safety and Wellbeing.

Achieved: Staff, students and parents engaged with the 'Kidsmatter' wellbeing survey tool. Staff worked extensively with an Education Officer for Just Practices to develop staff 'Beattitudes' to guide positive actions and interactions between staff members. A consultant was engaged to deliver professional learning opportunities for staff to build their capacity to facilitate circle time, including restorative practices. Staff also engaged with profession to introduce Positive Behaviour 4 Learning. Staff engaged with professional learning, including Twilights and staff meetings. Staff collaborated to produce and refine a school Behaviour Matrix and the School Behaviour Support Plan was reviewed and updated. Further professional learning is planned for the January PD days 2019 to support teachers to roll out PB4L as a school wide initiative. The PB4L journey was shared with parents through workshops offered during the Parent Summit.

## Future outlook

The explicit improvement agenda for 2019 will focus on Schoolwide increase in student achievement in Mathematics through engagement with the four key dimensions of the NuMa framework and continued improvement in student reading achievement. We will also focus on improvement in student attendance to align with BCE engagement targets.

## Our school at a glance

### School profile

St Peter's School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2018:** Primary

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous
2018	676	348	328	17

Student counts are based on the Census (August) enrolment collection.  
DW = Data withheld to ensure confidentiality.

## Characteristics of the student body

Students come to St Peter's from a wide catchment area reaching as far as Kilcoy, Bribie Island, Glasshouse Mountains, Sunshine Coast and Pine Rivers. St Peter's is a diverse community which draws upon the rich culture of the forty-nine nationalities represented, including Aboriginal and Torres Strait Islander, Asian, European and Pacific Islander students. Our school has a strong Catholic identity, but we continue to welcome students from a number of faith traditions who are willing to support our Catholic beliefs and values. St Peter's has a very high student retention rate with the majority of our students attending St Columban's College Caboolture after finishing Year Six here at St Peter's.

## Curriculum delivery

### Approach to curriculum delivery

At St Peter's we educate for 21<sup>st</sup> Century learners who are successful, creative, confident, active, informed and empowered to shape and enrich our world. 21<sup>st</sup> Century learning at St Peter's is underpinned by effective pedagogy and spaces that are engaging, motivational and relevant for the learning taking place. Our classrooms are flexible learning environments designed to be configured in a variety of ways. This allows students to work collaboratively on projects and learn in group settings. Classrooms can also be adapted to suit quiet, independent learning when the situation demands. Flexible learning environments complement current and evolving pedagogies and develop creative and energised learners and critical thinkers. At St Peter's we believe that every child is capable of success which is reflected in our high expectations to maximise the learning progress and achievement of every student. Learning and teaching is differentiated and targeted to ensure that all students access the curriculum at a level and pace that is appropriate to meet their individual needs.

### Co-curricular activities

At St Peter's we strive to provide opportunities for each student to develop holistically in all areas of school life, including sport, social, faith life, arts and academic endeavours. We offer extra curricula programs in the following areas: Dance Troupe, Instrumental music, Band, Interschool Sport: Rugby League, Touch, Soccer, Softball and Netball, Swimming lessons in our school Aquatic Centre, external academic competitions. Year level camps are offered in Year 4 & 5, along with a Canberra excursion in Year 6. Father and son Camp and Mother and daughter camp are also facilitated by staff members. Annual school concerts and Art Exhibitions are also organised to celebrate Catholic Education week and the artistic talents of all students.

### How information and communication technologies are used to assist learning

At St Peter's we offer specialist digital technologies lessons that follow the Digital Technologies Curriculum as outlined in the Australian Curriculum. As part of every class teachers embed digital technologies into the teaching and learning practice. With access to Interactive whiteboard and TVs, apple TVs, iPads, laptops and various peripheral devices such as robots and cameras digital technology is used as an integrated tool for learning and teaching.

## Social climate

### Overview

St Peter's is proud of its Josephite tradition. We endeavour to live the message promoted by St Mary MacKillop – 'Never see a need without doing something about it'. Our students are proud and supportive of their school. They show respect to teachers, adults and fellow students. Students know what is expected of them and strive to meet these high standards.

### PB4Learning

Staff at St Peter's have engaged with extensive professional learning in Positive Behaviour 4Learning. PB4L is about people, practices and processes – it is not a program but the way we do work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4Learning strategy.

ST PETER'S VALUES	LEARNING SPACES	PLAY SPACES	ON THE GO	ST PETER'S COMMUNITY
<b>R</b> Responsibility	<ul style="list-style-type: none"> <li>Be ready to learn</li> <li>Use whole body listening</li> <li>Make helpful choices</li> </ul>	<ul style="list-style-type: none"> <li>Show respect</li> <li>Play in your area</li> <li>Follow the rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>Wait patiently</li> <li>Use manners</li> <li>Ask for permission</li> </ul>	<ul style="list-style-type: none"> <li>Use whole body listening</li> <li>Participate in rituals respectfully</li> <li>Show pride in our school</li> </ul>
<b>O</b> Our Learning	<ul style="list-style-type: none"> <li>Set and work towards goals</li> <li>Never give up</li> <li>Participate and contribute</li> <li>Seek and give feedback</li> </ul>	<ul style="list-style-type: none"> <li>Problem solve in the playground</li> <li>Wait for your turn</li> <li>Be a good sport</li> </ul>	<ul style="list-style-type: none"> <li>Move quickly and quietly</li> <li>Direct others politely</li> </ul>	<ul style="list-style-type: none"> <li>Join in with prayer and songs</li> <li>Learn by listening carefully</li> </ul>
<b>C</b> Caring for others and the environment	<ul style="list-style-type: none"> <li>Include and encourage others</li> <li>Show kindness to others</li> <li>Respect everyone's right to learn</li> </ul>	<ul style="list-style-type: none"> <li>Share with and compliment others</li> <li>Look after our gardens</li> <li>Pick up rubbish</li> <li>Use play equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Put rubbish in the bin</li> <li>Turn off taps</li> <li>Clean up areas</li> <li>Help anyone who needs assistance</li> </ul>	<ul style="list-style-type: none"> <li>Follow morning and afternoon routines</li> <li>Smile and greet others</li> <li>Treat others as you would like to be treated</li> </ul>
<b>K</b> Keeping safe and well	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Use equipment safely and respectfully</li> <li>Think before you act and speak</li> </ul>	<ul style="list-style-type: none"> <li>Act when you see a need</li> <li>Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Move safely around the school</li> <li>Use toilets appropriately</li> <li>Remind others to be safe</li> <li>Eat healthy foods</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Know your pick up area</li> </ul>

Our school-wide matrix determines the social skills and behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about discipline. Our school matrix is based on the ROCK acronym from Patron Saint of the School and Parish, St Peter and reflects our values.

- R is for Responsibility
- O is for Our Learning
- C is for Caring for others in our community
- K is for Keeping safe and well

In addition to our school-wide expectations our curriculum is informed by the General Capabilities in the Australian Curriculum. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content and cross-curriculum priorities assist students to live and work successfully in the twenty-first century.

## **Meeting the Diverse Needs of Students**

At St Peter's our multilayered approach to Inclusive Education draws upon the belief that every child is made in the image and likeness of God and worthy of the best education we can offer. To this end, we strive to give each child access to the learning they need to navigate and impact the world effectively.

### **Excellence in Learning and Teaching – Quality Differentiated Teaching Practice: (Layer 1)**

Quality teaching practice responsive to the differential needs of all students. Some students with disability may not need educational adjustments beyond those that are reasonably expected as part of quality teaching or school practice to address disability related needs. Their identified needs would be subject to close monitoring and review.

### **Supplementary Adjustments: (Layer 2)**

Are provided when there is an assessed need to complement the strategies and resources already available for all students within the school. These adjustments are designed to address the nature and impact of the student's disability and any associated barriers to their learning, physical communication or participatory needs.

### **Substantial Adjustments: (Layer 3)**

Substantial adjustments are provided to address the specific nature and significant impact of the student's disability. These adjustments are designed to address the more significant barriers to their engagement, learning, participation and achievement.

### **Extensive Adjustments: (Layer 3 – if needed)**

Extensive adjustments are provided when essential specific measures are required at all times to address the individual nature and acute impact of the student's disability and the associated barriers to their learning and participation. These adjustments are highly individualised, comprehensive and ongoing.

### **Wellbeing at St Peter's**

Wellbeing is a significant focus at St Peter's. A range of programs are offered to support student wellbeing and safety including Bully Bulldozer, Daniel Morcombe Safety awareness and the Ditto show. Staff also facilitate numerous emotional and social development programs such as Exploring Feelings, Drum Beat and Fun Friends. Our school has an ongoing partnership with Kidsmatter to ensure that we have the appropriate knowledge, resources, strategies and programs to support students in achieving their optimum mental health.



## BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	96.2 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	77.8 %
Religious Education at this school is comprehensive and engaging	95.7 %
I see school staff practising the values and beliefs of the school	86.8 %
This school looks for ways to improve	82.7 %
The school is well managed	78.8 %
My child is making good progress at this school	86.8 %
This school is a safe place for my child	90.6 %
This school helps students respect the needs of others	92.5 %
Teachers and staff are caring and supportive	92.5 %
Teachers at this school expect my child to do their best	100.0 %
Teachers and staff relate to students as individuals	92.5 %
The teachers help my child to be responsible for their own learning	92.6 %
My child is motivated to learn at this school	90.7 %
I can talk to my child's teachers about my concerns	94.4 %
This school offers me opportunities to get involved in my child's education	90.6 %
My child's learning needs are being met at this school	79.6 %
I am happy with my decision to send my child to this school	92.5 %

## BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	100.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0 %
Religious Education at my school is interesting and engaging	100.0 %
I see school staff practising the values and beliefs of my school	100.0 %
My school looks for ways to improve	100.0 %
Students at my school are encouraged to voice their concerns or complaints	100.0 %
Teachers treat students fairly at my school	100.0 %
Teachers recognise my efforts at school	
I feel safe at school	100.0 %
My school helps me to respect the needs of others	100.0 %
I am happy to be at my school	100.0 %



## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2018
This school helps me to develop my relationship with God	97.7 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	93.0 %
Religious Education at this school is comprehensive and engaging	100.0 %
I see school staff practising the values and beliefs of this school	90.7 %
This school is well managed	74.4 %
My concerns are taken seriously by the school	78.6 %
This school is a safe place to work	90.7 %
This school has an inclusive culture	90.7 %
This school has a culture of striving for excellence	88.4 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	88.4 %
Overall, I am happy with my decision to work at this school	86.0 %

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
 DW = Data withheld to ensure confidentiality.

## Family and community engagement

Family engagement is highly valued at St Peter's with a number of community events being organised each year. The annual Parent Summit is an opportunity for parents to gain a comprehensive overview of the strategic plan for the development of the school and provide feedback in relation to the future goals and direction of the school. Parents are invited to attend parent information evenings with an explicit year level focus and Parent Teacher interviews to discuss their children's progress. The support team (Support Teachers: Inclusive Education and Guidance Counsellor) work closely with families to ensure that students with individual needs are able to access and participate fully in all aspects of school life. Parents are actively invited to contribute to school initiatives through engagement with the Parents & Friends Association. A number of parenting workshops have also been implemented to engage parents in ways to support learning progress and enhance parenting strategies.

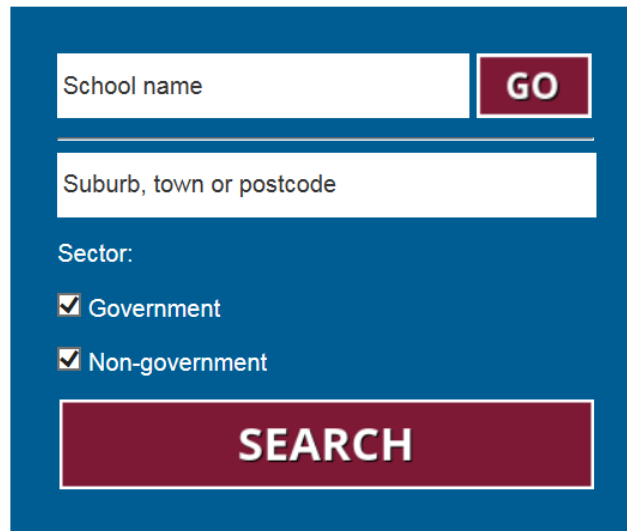
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our staff profile

### Workforce composition

#### Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	45	29
Full-time Equivalents	39.8	18.4

#### Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	10
Graduate Diploma etc.**	10
Bachelor degree	21
Diploma	3
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$220,595

The major professional development initiatives are as follows:

At St Peter's staff engage in professional learning through the Critical Mass Mentoring System (CMMS). This mentoring system is designed to bring about profound and sustainable cultural change where all staff willingly take responsibility for their own professional learning and play a crucial role in the professional development of their peers. This model comprises essential elements of whole school goals for learning and teaching and has an explicit focus on improving pedagogical practice in relation to English and Mathematics.

Professional development is conducted by, or in consultation with recognised skilled practitioners, including consultants and Education Officers. Mentors develop new skills in their own classrooms, under the supervision of the project leaders and then have the reciprocal responsibility to share their learning with year level team members.

Other significant professional learning initiatives have included Positive Behaviour 4Learning, Understanding Multimodal Texts, Inquiry Learning, Relationships and Sexuality Education, Project Based Learning and Flexible Learning Environments.

## Staff attendance and retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.7 %

### Proportion of staff retained from the previous school year.

From the end of the previous school year % of staff was retained by the school for the entirety of 2018/2019.

## Performance of our students

### Student attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	92.3 %

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	91.5 %	92.6 %	91.5 %	92.9 %	92.4 %	92.1 %	93.2 %

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Description of how non-attendance is managed by the school

St Peter's recognises that every day of attendance in school contributes towards a student's learning and that maximising school attendance enhances academic outcomes. Our school has a responsibility to record student attendance and respond to instances of irregular attendance. It is important for our school to investigate the patterns and underlying causes of nonattendance so that appropriate strategies addressing the specific type of absenteeism can be implemented.

Class rolls are marked twice per day:

- AM rolls by 9.00am
- PM rolls after second break and by 1.35pm

An unexplained absence occurs when the student is not present at school and the Legal Guardian does not contact the school. An SMS message will be sent to the Main Contact by approximately 9.30 am each day. Class teachers will follow up any unexplained absences by making contact with the student's Legal Guardians.

Extended absences (non-health related) of more than 10 consecutive school days will require prior approval from the Principal.

## Late Arrivals and Early Departures

A student is considered to have arrived late any time after the 8.30am bell. All students arriving late must be signed in by a Legal Guardian at the School Office and will be given a late slip. This slip needs to be presented to the teacher when arriving in class. If they do not have a late slip they are to be sent to the School office to sign in. The late arrival information will be entered by office staff. School Office staff will contact the Legal Guardian of any student arriving late unaccompanied. As with Late Arrivals, all students leaving early must be signed out at the School Office by a Legal Guardian.

## NAPLAN

### Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	430.1	433.8	489.6	509.0
Writing	394.2	407.2	457.8	464.6
Spelling	396.2	417.8	494.1	502.5
Grammar & Punctuation	414.8	431.7	499.3	503.6
Numeracy	379.4	407.7	471.5	494.2