

**St Peter's School,
CABOOLTURE**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 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, school funding, workforce composition and student performance.

St Peter's Catholic Primary School is a Parish based Prep to Year 6 co-educational school located in Caboolture. St Peter's was established by the Sisters of St Joseph in 1951 and our community continues to be inspired by St Mary MacKillop's guiding principle of 'never see a need without doing something about it'. At St Peter's, we continually strive for excellence in learning and teaching, whilst nurturing the emotional, physical and spiritual wellbeing of every student in a community of faith and love. The school has a strong association with the St Peter's Catholic Parish and is richly supported in all faith and community endeavours by Fr David Pascoe.

St Peter's currently has an enrolment of 674 students and has established itself as a school of choice in the local area as demand for placement continues to be high. St Peter's has a high rate of student retention (98.1%) compared to the BCE average (82.3%) due to the high-quality learning and teaching, extensive extra-curricular programs and inclusive Catholic education which is delivered to cater to the individual needs of each student.

School progress towards its goals in 2021

Goal	Progress
Catholic Identity: Celebrate our Catholic story through dialogue, ritual, prayer, and action. In 2021 St Peter's Catholic Primary School will make explicit connections with charisms through celebrations including the 70 th Anniversary Celebrations.	Achieved
Catholic Identity: Deepen the spiritual, scriptural, and theological capacity of our students, staff and community. 2021 Staff Professional Development will include: <ul style="list-style-type: none"> • Catholic Identity twilight - <i>Community</i> • Multiple collaborative RE planning opportunities with the APRE during PST and planning days • Review of RE Planning by the APRE • Scripture staff meeting led by Education Officer: RE • Development of a Staff Formation plan 	Achieved

Goal	Progress
<p>Teaching and Learning</p> <p>Goal: A continued upward trend and narrowing of the gap between BCE and school NAPLAN Numeracy mean scores to less than 10 scale points in Year 5 and less than 20 scale points in Year 3</p> <p>(Target exceeded - National and School scale score difference reduced from 24 points to 12 in Y5 and 18 to 11 in Y3)</p> <p>Sustain foundational practices in literacy, numeracy</p> <ul style="list-style-type: none"> • Build teacher capacity to utilise data to inform teaching and measure impact • Focus on a problem-solving approach to Mathematics to enable students to demonstrate knowledge and understanding <p>Transform practice to wholly engage each student in deeper learning.</p> <ul style="list-style-type: none"> • Whole school practice in the consistent use of the St Peter's Learning Climb to engage students in feedback conversations on learning • Learning intentions and success criteria are evident and referenced in all classrooms • Collaboratively identify agreed practices to support Problem Solving in Mathematics • Engage in whole staff professional on the use of the Multiplicative Thinking monitoring tool • Engage in whole staff professional development on Problem Solving in Mathematics to build teacher capacity and develop whole consistent approach and language of learning • Provide class Math trolleys with year level specific manipulatives • All staff to participate in Assessment Capable Learning Professional development • Target cohort teachers release to work with the PLL using the 4C's model to support Problem Solving in Mathematics • Leadership Team to engage in weekly Learning Walks and Talks • Utilise Essential Assessment platform to build ACL skills, and support student progress through individual student feedback • Planning Support Time utilised to interrogate data & facilitate collaborative curriculum conversations prior to responsive planning cycles • During staff meeting unpack NAPLAN results – what do you notice, what do • Term 4 commence Early Years Oral Language Project and resource a targeted response PREP, Y1 & Y2 Reading data 	Achieved
<p>Wellbeing</p> <p>Create safe environments that nurture all aspects of wellbeing.</p> <ul style="list-style-type: none"> • In 2021 the Wellbeing Lead Team (WLT) to prioritise staff wellness through the implementation of initiatives to support our staff including, the focus for staff to engage the St Peter's Staff BE Attitudes as a focus for staff communication and relationships. • WLT met twice per term to plan initiatives for staff wellbeing. • Implement the Happy Schools program for staff across the 2021 school year. • All staff participate in Wellbeing Formation Day facilitated by Kerry Bird in January and a subsequent Twilight during 2021. 	Achieved
<p>Our People</p> <p>Invest in the professional and spiritual development of staff.</p> <ul style="list-style-type: none"> • Develop a formation plan for staff and students which is informed by ECSI data and aligned with the Staff and Student Formation policies and procedure. 	Achieved

Goal	Progress
<ul style="list-style-type: none"> Engage as a whole staff in a <i>Strong Catholic Identity: Formation for Mission</i> Module - <i>Community</i> <p>Create meaningful pathways and opportunities for leadership.</p> <ul style="list-style-type: none"> Continue to offer staff opportunities for leadership development through the Shared Leadership team and the development and facilitation of strategic projects across the school. 	
<p>Diversity and Inclusion</p> <p>Grow communities that value, celebrate and respond to individual identity and cultural diversity.</p> <ul style="list-style-type: none"> In 2021 staff collaborate with BCE staff to complete the <i>in-Community</i> documentation to inform Master Planning for a sustainable future. 	Achieved

As a learning community we believe that children have a natural potential for learning and that they learn by experiencing success. We firmly believe that children need to be seen as creators of knowledge rather than mere consumers of knowledge. We value creativity and seek at all times to help students find their element, their gift and their passion. We believe each child is unique and gifted by God and that children grow in Christian values when Gospel values permeate the curriculum. The school achieves its mission by ensuring that a positive and affirming environment exists that helps children grow in self-esteem, respect for themselves and others. We actively encourage children to take pride in themselves, their family, their school and country. We see ourselves as a learning community and our staff regularly reflects on and renews their own professional learning goals. The school has a strong focus on reading and teachers here are proud to be experts in the field of literacy education. We rate highly in NAPLAN testing and we are above the state average in all aspects of literacy and numeracy. We have a strong focus on the arts, the role of technology in education and we experience great success in interschool sport

Future outlook

St Peter's will continue to build on the wonderful work of staff and leadership that has taken place to support the students and families of the Caboolture region. This region will continue to grow, and our school enrolment numbers will remain high as our school continues to be a sought-after values-based, educational option for families and their children in the area. In 2022 St Peter's will welcome a new Principal to the school community will undertake a National School Improvement Review process where recommendations will be made to inform annual school planning into 2022 and beyond. The school leadership team will continue to inform future directions of improvement by interrogating a variety of data sets, namely AEDC data, NAPLAN, Catholic Identity survey, PB4L, BCE Listens, monitoring tools (writing analysis, PM benchmarks, Concepts of print) etc.

The school will be embarking on a number of major building programs in 2022 with the refurbishment of the St Peter's Aquatic Centre, construction of a covered multipurpose court area and resumption of houses along the Margaret Street boundary of the school. These projects will enhance the way our students, staff and families engage with our day-to-day processes and our determined and focused teaching and learning agenda.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	661	326	335	37

Student counts are based on the Census (August) enrolment collection.

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 implementation

Curriculum overview

At St Peter's, we educate for 21st Century learners who are successful, creative, confident, active, informed and empowered to shape and enrich our world. 21st 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. In 2020 our St Peter's Learning Rock Climb was introduced to support students to articulate where they are in their learning journey and what support they need to improve.



Extra-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 and 5, along with a Leadership Camp in Year 6. 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 our school Vision and Mission and the message promoted by St Mary MacKillop – 'Never see a need without doing something about it'. Our students embody our school values, demonstrating 'responsibility', a commitment to 'our learning', 'caring for others and the environment' and 'keeping safe and well'. Students show respect to teachers, adults and fellow students. They 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.

Our school-wide matrix determines the social skills and behaviours we expect all students and staff to learn,

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

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 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.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	97.4%
School staff demonstrate the school's Catholic Christian values	94.0%
Teachers at this school have high expectations for my child	87.5%
Staff at this school care about my child	96.7%
I can talk to my child's teachers about my concerns	92.6%
Teachers at this school encourage me to take an active role in my child's education	90.1%
My child feels safe at this school	93.4%
The facilities at this school support my child's educational needs	92.6%
This school looks for ways to improve	82.9%
I am happy my child is at this school	90.0%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	86.5%
I enjoy learning at my school	88.1%
Teachers expect me to work to the best of my ability in all my learning	95.5%
Feedback from my teacher helps me learn	91.0%
Teachers at my school treat me fairly	82.8%
If I was unhappy about something at school I would talk to a school leader or teacher about it	72.8%
I feel safe at school	84.3%
I am happy to be at my school	82.0%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	83.6%
School staff demonstrate this school's Catholic Christian values	87.5%
This school acts on staff feedback	53.6%
This school looks for ways to improve	78.2%
I am recognised for my efforts at work	53.6%
In general students at this school respect staff members	75.0%
This school makes student protection everyone's responsibility	94.6%
I enjoy working at this school	87.5%

[#] '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.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The top navigation bar includes 'Find a school' and 'Search website'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin border and the text 'View School Profile' in a dark font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a row of navigation tabs for a school profile. The tabs are labeled 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is currently selected and highlighted.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	49	28
Full-time Equivalents	44.8	19.0

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	13
Graduate diploma etc.**	8
Bachelor degree	22
Diploma	5
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The total funds expended on teacher professional development (wages and course costs) in 2021 was \$109,693.

The major professional development initiatives are as follows:

- Numeracy and Mathematics (NuMa)
- NAPLAN Online
- PB4L (Universal Supports)
- Short cycles of planning with Primary Learning Leader (PLL)
- Planning Support Time (PST)
- Staff formation
- Catholic Moral Theology.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	92.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	87.4%

Average attendance rate per year level			
Prep attendance rate	91.6%	Year 4 attendance rate	93.8%
Year 1 attendance rate	91.4%	Year 5 attendance rate	93.3%
Year 2 attendance rate	91.9%	Year 6 attendance rate	91.7%
Year 3 attendance rate	92.4%		

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

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, students 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

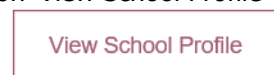
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

A screenshot of the search bar on the My School website. It features a text input field on the left with the placeholder text "Search by school name or suburb". To the right of this field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned at the far right end of the search bar.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.