



**St Peter's Primary School,  
ROCHEDALE**

# **Annual Report 2021**

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



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# Contact information

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<b>Contact person</b>	Craig Acret — Principal

## 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 Primary School is located 20km south of the city of Brisbane. The school and parish facilities are situated on 5 hectares adjacent to farmland. The school is fully air-conditioned and wirelessly networked. The school is set amidst spacious playing fields and has purpose-built junior and senior adventure playgrounds and sports fields using these resources to promote a number of environmental programs. Our school draws upon the spirituality of St. Peter and the charism of Nano Nagle, the foundress of the Presentation order. The rock and the cross, as seen at the entrance to the school, are important religious symbols representing St. Peter and our Christian faith. St Peter's a very active and supportive Parents and Friends Association. An outside school care program is available before school, after school and during vacations. The school is involved in many community-based activities.

### School progress towards its goals in 2021

The St Peter's Learning Goals for 2021 were developed around the priority areas of Catholic Identity and Excellent Learning and Teaching:

#### Catholic Identity

During 2021, staff participated in regular professional learning opportunities to strengthen Catholic Identity and explore how St Mary Mackillop 'Let Love Live.' Staff and student formation opportunities focused on giving practical expression to love in action as taught and lived by Jesus. Staff collaborated with BCE Education Officers to continue to develop the St Peter's Reconciliation Action Plan and promote reconciliation by developing cultural awareness. The St Peter's draft RAP plan was registered with Narragunnawali. The Catholic Identity Team reviewed the schools Religion Education Program, and the leadership team reflected on the progress of the Enhancing Catholic Schools Identity Project with BCE staff. Staff from the Catholic Identity team attended the Deepening Dialogue Retreat. The Religion Scope and Sequence was updated. Short cycle unit plans and assessments in religion show how the teaching of scripture is embedded and aligns with the content descriptors and achievement standards. Staff demonstrated a deeper understanding of Judaism and its connection to Christianity reflected in planning, teaching and assessment in religion. This understanding was gained through partnering with the Sydney Jewish Museum, teachers attending REAP and courses at ACU and whole staff session facilitated by BCE Education Officers. Our Assistant Principal Religious Education (APRE) collaborated and ran sessions with individual year levels to investigate how to teach scripture and to build teacher understanding. Our Parish Priest facilitated staff professional development on the structure of the Catholic Church.

### Excellent Learning and Teaching

In 2021, St. Peter's successfully completed a curriculum audit. Other achievements included:

- Mentoring with key staff (including graduate teachers) aligned to teacher goals.
- Individual catchup sessions with new/returning staff around effective and expected practices in English Blocks, including the composing process, and the teaching of phonics.
- Consistent practice across our school in delivery of English Blocks using English Block protocols throughout 2021 (teachers meet regularly to discuss and implement these key strategies).
- All classroom teachers in serviced in the Composing process.
- Introduction and implementation of school wide Write Here, Write Now strategies to support student knowledge, skill, stamina, and creativity development in writing.
- Moderation of writing samples (whole school) for reporting purposes.
- Learning and teaching planning sessions focused on where the learners are at, and next steps.
- Continued the development of understanding of explicit learning intentions and success criteria as part of feedback and formative assessment, with students showing an improvement in being able to recognise strengths and areas for development in their learning.
- Teachers have used a wider range of data to analyse year level and whole school data to plan targeted differentiated support for all learners (for example, ACER, NAPLAN, Student Reporting System).
- Detailed, streamlined and consistent documentation of adjustments for individual learners in line with National Consistent Collection of Data (NCCD) processes.
- Provision of targeted differentiated support for NCCD students.
- Teacher professional development in Numeracy key pillar of Procedural Fluency and Conceptual Understanding.
- Participation in Inspirational Weeks of Mathematics (whole school focus on procedural fluency and conceptual understanding).
- Revise school data plan in line with expectations of Assessment capable learners.
- Upskilling staff and students in using technology tools to support writing skills (productive, receptive) and engagement.
- Targeted coaching with members of the "lead learning team" in line with whole school priorities (assessment capable learners, learning intentions and success criteria, differentiation).

### **Future outlook**

St. Peter's Annual Improvement Plan for 2022 will focus on:

- Designing engaging learning experiences and assessment opportunities that allows each student to apply their knowledge and skills in Religion.
- Providing ongoing opportunities for staff, students and parents to experience a welcoming community in faith that is inclusive, invitational and intentional and reflects contemporary Catholic Perspectives.
- Classroom teachers using agreed pedagogical practices in reading so that every student experiences reading growth.
- The construction of Stage 1 of our school's building Master Plan.
- Refining and strengthening existing wellbeing processes that contribute to safe and nurturing learning environments.
- The finalisation of our School's Reconciliation Action Plan (RAP) to further advance reconciliation in our community.

# Our school at a glance

## School profile

St Peter's Primary School is a Catholic 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	515	236	279	8

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

St. Peter's student population continues to grow in its diversity with families from many countries sharing their cultural heritage within our community. Before enrolling at St Peter's, students attend various childcare centres and kindergartens in the local area and beyond. We draw our students from Rochedale, Rochedale South and surrounding areas of Springwood, Mackenzie, Robertson, Underwood and Runcorn. St Peter's has continued to grow in enrolment over the last few years.

Students come from families who are supportive of their child's schooling, academic development and wellbeing and work in partnership with teachers and staff. Catholic Education is valued by the families of our school with approximately 52% of our students identifying as Catholic. Other faith groups in our school family include Anglican, Buddhism, Hinduism, Churches of Christ, Latter Day Saints, Presbyterian, Salvation Army, Sikhism, Uniting Church, Lutheran, Eastern Orthodox, Islam, Pentecostal and Chinese Religions. Demographic data on families' country of origin shows that students come from a range of over 20 different countries and speak a variety of different languages at home. Most students complete their whole primary schooling at St Peter's. After Year 6, many of our students continue in Catholic Education at Clairvaux MacKillop College, Upper Mt Gravatt, St Thomas Moore's College, Sunnybank or Chislm Catholic College, Cornubia. A few students also continue their education through the local state high school.

## Curriculum implementation

### Curriculum overview

St Peter's curriculum is planned directly from and informed by:

- the Australian Curriculum (ACARA) - in the learning areas of Mathematics, English, Humanities and Social Sciences (HASS), The Arts, Technologies, Languages and Health and Physical Education (HPE).
- the Religious Education Guidelines of the Archdiocese of Brisbane.
- Brisbane Catholic Education Learning & Teaching Framework and Early Years Policy.
- Brisbane Catholic Education's Model of Pedagogy: Focus on learners and their learning; Establish clear Learning Intentions & Success Criteria; Activate multiple ways of knowing, interacting and multiple opportunities for practice; Respond with feedback that moves learning forward & Evaluate the impact of teaching on student achievement and success.

St. Peter's offers the following specialist lessons:

- LOTE (Indonesian)
- Art
- Music
- Drama
- Health and PE.

Year level and Class level planning focuses on:

- Religious Education that nurtures the faith life of all students through opportunities to be involved in prayer and liturgy & opportunities to support local charity community groups.
- Establishing positive classroom environments through implementation of a variety of wellbeing practices.
- Collaborative planning in all year levels.
- Ongoing responsive cycles of learning and teaching.
- Teaching explicitly and differentiating to move each student's learning forward towards the success criteria.
- The use of Learning Intentions and Success Criteria to support students.
- Developing literacy of all subject areas.

### **Extra-curricular activities**

The school offers the many extra-curricular activities to cater for students' academic, spiritual, artistic, sporting, leadership and wellbeing needs.

- Choirs - Junior and Senior Choirs
- Instrumental Music tuition – Piano, Singing, Drums, Guitar
- Camps in Years 5 and 6
- Interschool sporting competitions, representative sport - individual and team competitions
- Incursion and Excursion opportunities
- Years 5 and 6 Leadership Programs and initiatives
- Outside providers offer a variety of options throughout the year including FL, Skipping, Golf, Chess, Netball
- Annual Poetry competition (whole school) and Extension Arts Classes (Upper school)
- Environmental champions group
- School wide buddy program
- Cultural Days
- Parish based Sacramental programme

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

Each year level has access to banks of laptops or iPads for use in extending learning opportunities. All students in Year 1, 2, 4 and 5 have access to their own device (iPad). For Years 3 and 6 there is a ratio of 1:2 in accessing devices. All classes have access to projection screens or interactive TVs (Prep and Year 1). Students use many different applications in their learning including the use of multimedia to communicate and build creativity and collaboration skills. All students are involved in a digital citizenship and safety induction. Staff use various BCE provided applications to support learning and student administration. Staff use blogs and social media tools to help communicate classroom learning and activities to parents and the community.

## **Social climate**

### **Overview**

Our school is an integral part of the St Peter's Parish, and we value the relationships between all community members. Just as Jesus embraced and helped all people, we endeavour to be welcoming and promote a strong sense of belonging and involvement by all.

We provide support for learners through our learning enhancement team who work closely with staff, students and parents. Our Guidance Counsellor support students through focus groups in need of specific guidance and intervention. The EAL/D Teacher works with students for whom English is an additional language

St Peter's Behaviour Support Policy is based on nurturing a supportive school environment that values the rights and individuality of each student whilst ensuring dignity, respect and safety for all. It is guided by the core beliefs of respect, high expectations for all and consistency. St Peter's has made a long-term commitment to implement the Positive Behaviour for Learning Program.

There is no place for bullying at St Peter's. Our response to bullying issues includes formal interviews with the students, parents/caregivers, formation of an Individual Management Plan for the student, counselling for specific needs, involvement of outside agencies, including personnel from Brisbane Catholic Education Office, mediation, and a review of the school's suitability to meet the ongoing needs of a repeat offender.

We also have committed to involving students in programs connected to the curriculum that help them develop their social skills. Wellbeing weeks focus on many important arenas of overall health and wellbeing. Wellbeing options are available to students all year with various lunch time play options catering for all students needs and check in systems operating for some students. Other ways we have built in pastoral care and celebrating student successes and growth include awards presented at weekly assembly, celebrations of welcome, farewell and graduation to mark the milestones of student participation in school life, leadership opportunities within the school for Year 6 students, buddy class, achievement awards, celebrating birthdays, promoting self-esteem among students, regular assemblies to keep students and families informed of happenings at school, and classroom prayer gatherings and celebrations.

### 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 <sup>#</sup> that:	2020
This school helps my child to develop their relationship with God	98.9%
School staff demonstrate the school's Catholic Christian values	97.8%
Teachers at this school have high expectations for my child	92.2%
Staff at this school care about my child	96.8%
I can talk to my child's teachers about my concerns	95.7%
Teachers at this school encourage me to take an active role in my child's education	92.5%
My child feels safe at this school	93.5%
The facilities at this school support my child's educational needs	95.7%
This school looks for ways to improve	100.0%
I am happy my child is at this school	92.5%

## BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> that:	2020
My school helps me develop my relationship with God	85.5%
I enjoy learning at my school	88.6%
Teachers expect me to work to the best of my ability in all my learning	95.1%
Feedback from my teacher helps me learn	89.7%
Teachers at my school treat me fairly	91.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	75.5%
I feel safe at school	86.4%
I am happy to be at my school	89.6%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2020
Working at this school helps me to have a deeper understanding of faith	87.0%
School staff demonstrate this school's Catholic Christian values	91.3%
This school acts on staff feedback	68.2%
This school looks for ways to improve	93.5%
I am recognised for my efforts at work	69.6%
In general students at this school respect staff members	91.3%
This school makes student protection everyone's responsibility	97.7%
I enjoy working at this school	90.9%

<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

Our school staff work in partnership with families to form relationships that provide the best possible teaching and learning opportunities for all students. Parents and carers are invited to participate in a multitude of ways including, but not limited to:

- Parents and Friends Association (various active roles, committees or attending meetings)
- supporting P&F social and fundraising events
- assisting classroom in a variety of ways (reading, technology, craft, sport, visual arts, excursions, incursions and other areas of the curriculum as coordinated by individual teachers where required)
- participating in the religious life of the school including supporting liturgies, prayer assemblies, masses, and classroom prayer circles
- class convenor role
- assisting in the library
- attending working bees and assisting in the tuckshop
- supporting celebration of learning activities
- attending various information nights.

All parents are invited to formal parent teacher interviews and receive written reports on their child's progress twice a year. Students with diverse needs are well catered for. Adjustments and differentiation for students with learning difficulties and disabilities are made by classroom teachers in collaboration with the school's Support Team, consisting of the Support Teacher: Inclusive Education (ST:IE), Guidance Counsellor, School-based Speech Pathologist, Primary Learning Leader and Leadership team

members. Students with diverse needs have Personalised Support Plans which are shared with parents, who are consulted at the development and the review phases. The Support Team meet weekly to discuss students who need extra support. The team meets with parents to formally review the plans and to update individual student goals and share progress and achievements. We regularly engage with external Allied Health providers to better meet the individual, diverse needs of students.

Parents with students with learning support needs meet with the ST:IE, Guidance Counsellor and teachers regularly meet to plan and review learning goals.

Consultation on school aspects takes place throughout the year via surveys in newsletters or through feedback at P&F nights.

The school has a strong relationship with the parish and many opportunities occur throughout the year that build this connection and engagement. The school supports our local St Vincent De Paul Chapter, celebrates Mass with parishioners and regularly meet with our parish priest and team.

## 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 'Find a school' and 'Search website' buttons are at the top of the section.

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 horizontal navigation menu with seven items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a dark background.

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	38	22
Full-time Equivalents	31.6	14.2

\*Teaching staff includes School Leaders

## Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	9
Graduate diploma etc.**	7
Bachelor degree	21
Diploma	1
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional development

The major professional development initiatives in 2021 were as follows:

- Professional learning for staff on strengthening Catholic Identity
- Reconciliation Action Plan
- Review of the school's RE Program
- Deepening Dialogue
- Curriculum Planning support to build teacher capacity
- Formation opportunities for scripture
- Strategies to support writing
- Learning Intentions and Success criteria
- Data analysis to move learning forward
- Coaching opportunities
- Developing Assessment Capable Learners.

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	95.8%

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

From the end of the previous school year, 76% of staff were retained by the school for the entire 2021.

# 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	93.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	86.0%

Average attendance rate per year level			
Prep attendance rate	94.0%	Year 4 attendance rate	93.7%
Year 1 attendance rate	93.0%	Year 5 attendance rate	92.8%
Year 2 attendance rate	93.6%	Year 6 attendance rate	93.4%
Year 3 attendance rate	94.2%		

\*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.

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

St Peter's school undertakes electronic marking of the student attendance roll each morning and again after the lunch break. Formal lessons commence at 8.30 am and students who arrive after this time are asked to report to the school office. Parents of students who have been marked as unexplained absences are contacted by the school SMS system. Where there is a confirmed pattern of lateness or non-attendance, the school administration team will contact parents or carers of student/s concerned, seeking an explanation regarding absenteeism. Rates of absenteeism are reported to parents in the formal student report card process.

At all levels, the children's learning and growth is at the heart of school, attendance guidelines and procedures. The aim in working around non-attendance with families is to identify reasons for non-attendance and come up with shared solutions to ensure attendance improves and is sustained.

## 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 search input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

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

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

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

A screenshot of the navigation menu at the top of a school profile page. It consists of a horizontal bar with several tabs: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" tab is currently selected and highlighted with a white background and a red border, while the other tabs have a solid red background.

#### 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.