



**Sts Peter & Paul's School,  
BULIMBA**

# **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>	Paul Blinkhoff — 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.

Sts Peter and Paul's School is a Catholic, co-educational primary school administered through Catholic Education Archdiocese of Brisbane. In 2021 enrolment is approximately 671 students from Prep to Year 6. Established in 1916 by the Good Samaritan Sisters, Sts Peter and Paul's Primary School aims to foster an environment based on the values and understanding of Good Samaritan heritage – faith, compassion, community, excellence.

Sts Peter and Paul's Vision Statement "Learning together for life & live the teachings of Jesus" along with the Mission Statement "Educate the whole child by guiding and inspiring children to reach their potential" forms the basis of school life. The school ensures a balance between individual and societal needs. Sts Peter and Paul's provides a diverse range of learning experiences to ensure our children are happy, engaged and interested in learning. Specialist programs offered include LOTE (Japanese), physical education, music and drama. In addition, our Prep and Year 1 students participate in a perceptual motor program. Our student body is supported by the activities of our Year 6 Leadership Committees via which our students enjoy leadership formation. Inclusion, early intervention and enrichment programs provide for support students with additional needs.

Parental involvement is regarded as an integral part of a child's development, resultantly the school embraces parental support in both the operational and organisational aspects of the school. An active Parents and Friends Association and School Board exist.

### School progress towards its goals in 2021

#### Catholic Identity

Strengthen Catholic Identity through a focus on our Good Samaritan charism and formation

- Staff have a shared understanding of the Good Samaritan Charism and this permeates the Religious Life of The School
- Enhanced Catholic Identity with iconography (mural) and teaching of Good Samaritan Charism

#### Our People

Use the Vision and Mission Statement and Values to foster a culture of continuous professional improvement.

- Documented policies and procedures for consistency in school wide learning, teaching and wellbeing practices

#### Learning & Teaching

Embed a whole school consistent approach to the teaching of Mathematics to progress achievement and wellbeing of all students.

- Planning and assessment reflects the instructional loop aligned to the BCE Model of Pedagogy and the Australian Curriculum
- Shared understanding and practice of differentiation in Mathematics
- Systematic and consistent use of PAT-M, Numeracy Monitoring Tools and SRS data supports student progress
- Improvements in NAPLAN progress and achievement

#### Wellbeing

Nurture a safe, inclusive and connected community by embedding the Positive Behaviour for Learning strategy

- Staff have a common language around PB4L and Reboot practices
- Teachers consistently use Engage to accurately track and monitor behaviour and wellbeing data
- Restorative Practices are applied school-wide

### Future outlook

#### Catholic Identity

- Strengthen Catholic Identity through a focus on the charism of St Peter
  - Staff and student formation opportunities to deepen understanding around the life and wisdom of St Peter.
  - Continuing professional development and support from APRE/ EO-RE on enhancing opportunities for daily prayer, liturgy and meditation.
  - Heighten the profile of daily prayer in classrooms through sharing good practice and prayer resources.
  - Reform the Catholic Identity working party to support APRE building staff and student capacity around Catholic Identity and identify opportunities for iconography.

#### Our People

- Culture – enhancing Team Bulimba
  - Ongoing professional reflection, professional development and accountability.

#### Learning and Teaching

- Continue to build teacher capacity in the planning, delivery, moderation
  - Develop a consistent approach to planning teaching and assessment of Mathematics.
  - Develop a shared understanding and practice of differentiation in Mathematics.
  - Mathematics planning sessions with PLL and EO with each year level reflects the intent of the Australian curriculum.

#### Wellbeing

- Positive Behaviour For Learning Data Exploration
  - Implement Tier 2 strategies more consistently as informed by Engage data.
  - Periodically communicate absenteeism to identified families with support structures available to improve attendance.
  -

#### Diversity

- Exploring the development of a Reconciliation Action Plan (RAP) and engaging a school chaplain
  - A Reconciliation Action Plan is established.
  - A School Chaplain joins the Student Support Team in order to support identified needs (e.g. social skilling, Seasons For Growth Program, Games Club etc).

#### Organisational Effectiveness

- Development of Policy and Procedure Register
  - Existing policies and procedures centralised
  - Policies and procedures reviewed and stored centrally as required

# Our school at a glance

## School profile

Sts Peter & Paul's 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	664	379	285	7

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

Sts Peter & Paul's School students are from families who live in and around the local Bulimba area. Students represent a range of social and economic backgrounds. As a Catholic community we are encouraged to look beyond our own cultural reality and to develop an understanding of the lives of people in a variety of communities. A very small number (less than 1%) of families have identified as indigenous. The school caters for the needs of students (less than 4% of the student body) with verified disabilities and a small number of students (around 3%) for whom English is a second language.

Sts Peter and Paul's students are very well supported and given many opportunities to support their learning. They are actively involved in the local and wider community, participating in many extra-curricular activities.

Student enrolments are very strong in Prep – Year 4 with some boys moving to the Religious Institute Schools (St Joseph's Gregory Terrace, St Laurence's College, Villanova College, Iona College and Churchie). Sts Peter and Paul's has a strong number of boys who remain at the school until the end of Year 6 and then move to the abovementioned schools. Our girls at the end of Year 6 move to Lourdes Hill College, All Hallows School and for those preferring a co-educational secondary education, a few students attend Cannon Hill Anglican College.

We are a Catholic School with a student population of over 80% Catholics, with families actively engaged in the life of the Parish. Sts Peter & Paul's School is more than an educational facility, it is a place where community spirit is strong and a shared vision for giving our students a balanced education based on Gospel values is evident daily.

## Curriculum implementation

### Curriculum overview

The approved curriculum is enhanced and supported at Sts Peter and Paul's by the following distinctive curriculum offerings: Music, Physical Education, Drama, Japanese, Perceptual Motor Program and Enrichment classes. These offerings are supported by the following specialist teachers and staff: Teacher Librarian, Support Teachers - Inclusive Education, Primary Learning Leader, Physical Education Teacher, LOTE teacher, Music Specialist teacher, Drama Specialist Teacher and the ICT support consultants and School Officers.

Value-added programs included but were not limited to:

- 1:1 iPad program (Years 4 - 6) providing school and home access to quality technology
- School Leadership Program for Year 6
- Music, Drama and Physical Education Specialist Lessons for students in Years Prep to Year 6
- Perceptual Motor Program for Prep and Year 1 students
- Japanese for Years 2 – 6
- School Junior and Senior Choir. Early Years Sing Club and School Concert annually

- Swimming Program - Prep to Year 6; Interschool Sport; and School, Catholic and District Carnivals
- Proactive Social Skills Program; Games Club at Lunchtime; Student Protection Programs
- Behaviour Support Plan and associated programs
- Day Camp Program for students in Year 4; Beach Camp for Year 5; Leadership/Team Building for Year 6
- Days of Celebration e.g. Sts Peter & Paul's Feast Day; Catholic Education Week; Book Week; Day for Daniel; World Environment Day.

### **Extra-curricular activities**

We provide an excellent Physical Education and Sport Program at Sts Peter & Paul's School including: Swimming, Cross Country, Athletics, European Handball, Netball, Volleyball, Tennis, Soccer, Aussie Rules and Touch Football. Years 4-6 students participate in Inter-School Sport via Gala days. Fit Club is popular and is a highly organised activity promoting fitness levels for students preparing for Cross Country and Athletics events. Participation in Rugby 7s Gala Days and Q Cup Netball is also well supported.

A whole school Buddy Program is a highlight for students as they engage in activities which foster learning, friendship, and enjoyment.

We offer instrumental music (piano and guitar), Chess Club, Go Sports, and tennis which are all co-curricular activities happening outside of the school day but on the school premises.

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

At Sts Peter & Paul's School, the ICT capability supports and enhances student learning across all areas of the curriculum. Students are exposed to a variety of devices throughout Prep – Year 6 to support their learning. This includes the use of iPads, Laptops, BeeBots, Lego WeDo as well as STEM projects. Students engage in designing and creating multi-modal presentations. Throughout the school, ICT is used as a creative tool to generate simple solutions, modifications, and data representations. In Years 4-6, students participate in a 1 to 1 environment. Prep-Year 3 are well resourced with a ratio of 1:2 iPad banks within most classrooms. The school Teacher Librarian supports ICT capabilities within weekly library lessons.

## **Social climate**

### **Overview**

There is a strong school climate evident at Sts Peter & Paul's School which provides a safe and supportive learning environment. Our model of pedagogy aims to focus on learners and their learning, ensuring that our classrooms are positive environments so that each student's learning is differentiated.

A Student Behaviour Support Plan has been developed & is supported by an Expected Behaviour Matrix and Agreed Responses to behaviour to enable explicit teaching and consistent responding. It ensures and supports a proactive rather than a reactive approach to student behaviour education.

The Parents and Friends; and School Board members work very hard to build a strong Catholic community which assists staff to nurture the students in a supportive faith community. Our very generous Parents and Friends Association supports the school in a host of different ways, including: organising and running a very successful major fundraiser each year in order to further resource the school; the Care and Concern Committee assists families to feel welcome, valued and supported; the Health and Wellbeing Committee organises a variety of initiatives e.g. Day for Daniel, Parent Information Evenings (e.g. Occupational Therapy, Child Psychologist [resilience, co-regulation etc] parent education sessions); and the Sustainability Committee introduces and supports initiatives throughout the school. The Parents and Friends supplements school communication/news via reminders, events and up-dates through the P & F Facebook page and the School Newsletter. There is also a Grants Committee who actively source, write and submit applications on behalf of the school. Parents are welcomed into the school to join children's prayer celebrations and school assemblies. They spend time helping in the tuckshop, library, and classrooms. They act as Class Co-ordinators

and provide excursion, carnival, and sport support. Opportunities are provided for parents to deepen their knowledge and understanding of current pedagogical practices.

### 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	99.1%
School staff demonstrate the school's Catholic Christian values	98.1%
Teachers at this school have high expectations for my child	89.0%
Staff at this school care about my child	97.3%
I can talk to my child's teachers about my concerns	91.8%
Teachers at this school encourage me to take an active role in my child's education	85.5%
My child feels safe at this school	98.2%
The facilities at this school support my child's educational needs	92.7%
This school looks for ways to improve	80.4%
I am happy my child is at this school	92.7%

#### 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	96.1%
I enjoy learning at my school	97.2%
Teachers expect me to work to the best of my ability in all my learning	97.7%
Feedback from my teacher helps me learn	93.5%
Teachers at my school treat me fairly	95.8%
If I was unhappy about something at school I would talk to a school leader or teacher about it	83.7%
I feel safe at school	93.5%
I am happy to be at my school	92.1%

## 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	89.7%
School staff demonstrate this school's Catholic Christian values	90.0%
This school acts on staff feedback	88.9%
This school looks for ways to improve	97.4%
I am recognised for my efforts at work	80.0%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	97.5%
I enjoy working at this school	97.4%

<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

Sts Peter & Paul's School actively welcomes the involvement of parents within the school to assist in their child's learning and development. At the beginning of each school year all parents are invited to an information evening with their child's teacher. Parent Teacher interviews are on-going throughout the year at the request of either the teacher or parent.

Class Co-ordinators assist teachers with classroom initiatives, welcoming new families, social interactions, sustainability initiatives and other activities connected with the curriculum.

Staff organise meetings and/or information sessions for parents regarding camps, excursions and other activities that support the curriculum.

Parents generously help throughout the year with a variety of programs including: Sport and Physical Education; Visual Art; Reading; various Subject Rotations; Library Support; Tuckshop; undertaking joint home/school projects and assignments; and organising activities for students to participate in e.g. Day for Daniel (Daniel Morcombe Foundation).

As a school we value open dialogue with our families and we strive to develop and maintain healthy relationships among and between staff, students, and their families. As a school we work closely with all stakeholders to ensure that adjustments are made to assist with the diverse learning needs of our students so that they can fully participate in the life of the school.

The Covid-19 pandemic impacted parent engagement on the school grounds in of 2021, however, parent engagement remained a priority where possible.

## 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.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

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

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

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	42.9	16.4

\*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.**	1
Bachelor degree	38
Diploma	0
Certificate	1

\*Teaching staff includes School Leaders

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



## Professional development

The major professional development initiatives are as follows:

- Professional Goal Setting
- NCCD
- Monitoring and Moderation of student work
- CPR
- Learning Progressions in Mathematics
- Occupational Therapy
- Assessment Capable Learners
- Adjustments for learners
- Positive Behaviour For Learning
- Intrасchool Moderation of Student Work Samples
- Mathematics Pedagogy
- Learning Area Bands – Scope & Sequence

The proportion of the teaching staff involved in professional development activities during 2021 was close to 100% as most professional learning was facilitated during staff meetings and designated twilight sessions.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.7%

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

From the end of the previous school year, 70.9% of staff was 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	94.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.6%

Average attendance rate per year level			
Prep attendance rate	93.7%	Year 4 attendance rate	94.3%
Year 1 attendance rate	94.9%	Year 5 attendance rate	95.1%
Year 2 attendance rate	93.9%	Year 6 attendance rate	94.1%
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

Sts Peter and Paul's School is diligent in the management of student attendance. The school uses electronic roll marking for teachers to check student attendance twice a day. Parents of children arriving late or exiting school early are required to use an electronic check in system (ALLE). Student absenteeism is recorded on Student Reports each semester and children taking holidays during school time are required to have school approval for this leave. High levels of absenteeism are investigated to see where the school can be of support in ensuring all children are attending school regularly.

School social media encouraged attendance each week and provides community education re: the impact of absenteeism.

### 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.

The screenshot shows the My School search interface. It features a search bar with the placeholder text 'Search by school name or suburb'. To the right of the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. A magnifying glass icon is located to the right of the 'State' dropdown.

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

View School Profile

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

The screenshot shows a navigation 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.

### 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](#)) is an annual assessment for students in Years 3, 5, 7 and 9.