

School Name St Peter's Primary School

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Principal's Foreword

Introduction

St Peter's School is a co-educational Catholic Primary School established in 1972 by the Presentation Sisters. It is now well established with modern facilities and set on 5 spacious hectares in the heart of Brisbane's rapidly growing south-east. Administered by Brisbane Catholic Education, St Peter's School has access to a network of professional development, support staff and shared resources.

St Peter's provides an authentic experience of Catholic community, promoting gospel values within our school and the wider community. With St Peter as our patron and model, we also nurture the values and charism of Nano Nagle, founder of the Presentation Sisters and St Mary of the Cross MacKillop, first Australian Saint and patron of the Archdiocese of Brisbane. These disciples of Jesus provide us with a model of living our life with compassion, hospitality and a sense of social justice and informs our Vision to be a Community in Faith, a Community in Learning and a Community in Peace.

This report gives an insight into our achievements for 2015.

School Profile

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

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total Student Enrolments 468 Girls 242 Boys 226

Characteristics of the student body

We draw our students from Rochedale and surrounding areas of Mackenzie, Robertson, Underwood and Runcorn. St Peter's has continued to grow in enrollment numbers and has the potential to continue this trend with new housing development in the area. In 2015 there were 19 Class groupings with three streams for Prep to Year 1, and Yr 4 and 5, there two streams in Years 2.3 and 6 with one multi-age Yr 2/3 class.

Before enrolling at St Peter's, students attend various child care centres and Kindergartens in the local area and beyond.

Approximately 75 percent of our students are catholic, with a reasonable balance of gender. We have 25 students who are verified and receive personalized support through the collaboration of teachers and the Learning Support Team.

St Peter's is a multi-cultural school with 50 students from families with English as a second language and 12 Aboriginal and Torres Strait Islander students.

Our students have a holistic approach to learning and pursue special interests within and outside school in the sporting and cultural areas of soccer, netball, visual arts and piano.

Our distinctive curriculum offerings

Over the past five years we have implemented the Australian Curriculum with a focus on English, Mathematics, Science, History and Geography. During 2015 St Peter's had a specific focus on the implementation of the Reading to Learn - Learning to Write program.

Cross curricular perspectives of Social Justice, highlighted annually during April to coincide with the founder of the Presentation sisters, Nano Nagle's, feast day.

- Whole school creative arts program encompassing Visual Arts, Drama and Music.
- Motor Program for prep students.
- Inter-school elective programs for students in Years 4,5 and 6.
- Annual Readers Cup Competition.
- Annual Poetry Competition.
- Environment sustainability focus.
- Outdoor camps for Years 5 and 6
- Leadership program involving Care Groups.
- School -wide Buddy Program.
- Conflict Resolution Program with Peer Mediators.

Extra curricula activities

Choir;
Piano lessons;
Guitar, brass and woodwind;
Aus Kick Football Program;
Karate and Taekwondo lessons available on-site after school;
Local and district sporting competitions including Cross Country, Athletics, Swimming, and Netball;
Art Competition involvement.

How Information and Communication Technologies are used to assist learning

St Peter's has developed a comprehensive School Information Communication and Learning Technology Plan, part of which is to increase access to the network and the use of ICLT for staff, students and guests.

All classrooms have interactive data projectors, a bank of laptop computers and an iPad they also have access to video cameras.

The school site is serviced by an integrated wireless network that supports mobile technology.

Information and Communication Technologies are used in a variety of ways to enhance learning and teaching. Students and teachers access a range of technologies to support interactive learning and allow students to locate, select, organise, present and assess information. Learning opportunities are designed to encourage students to be collaborative and explorative learners who solve problems on-line and collaborate with local and external audiences.

Social climate inclusive of pastoral care and our response to bullying

St Peter's is a welcoming and friendly school where positive relationships between all members of the school is valued. We have a Buddy System throughout the school where older students are paired with younger students to help resolve conflicts experienced in the playground.

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. St Peter's has made a long term commitment to implement the Positive Behaviour 4 Learning Program begun in 2013. 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, counseling 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.

Parent, student and teacher satisfaction with the school

Reviews are conducted annually with a focus on key areas of Mission and Religious Education, Learning and Teaching, Professional Practice and Collaborative Relationships and Strategic Resourcing. Strategic planning and goal setting is well aligned to processes of reflection and review and based around evidence and data. Year 6 students participate in an exit survey at the end of the year. Other strategies used to gauge satisfaction with St Peter's are the P&F meetings, committee meetings and Parent Drop-in sessions.

Overall there is a high level of satisfaction from all members of St Peter's community. Recent evidence of this is our External School Review and Validation process held during 2013. Data from internal reviews conducted each year continue to substantiate this. Collaboration through parent representative groups, the School Board and P&F Committee, also confirms parent and student satisfaction.

Parent involvement in their child's education

We welcome the active participation of parents in the education of their children. Involvement is encouraged through:

- participating in the religious life of the school including supporting liturgies, prayer assemblies, masses, and classroom prayer circles
- assisting teaching staff with reading, technology, craft, sport visual arts and other areas of the curriculum as coordinated by individual teachers
- assisting in the library
- assisting at excursions and incursions
- attending working bees and assisting in the tuckshop
- supporting P&F social and fund raising events
- supporting Celebration of Learning activities

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	36	31
Full-time equivalents	29.75	12.86
Aboriginal and Torres Strait Islanders		

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	
Masters	5
Post Graduate Diploma/Certificate	5
Bachelors Degree	25
Diploma/Certificate	1

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 57,000

The major professional development initiatives were as follows

- Implementation of the new Religion Curriculum and processes for validation of the RE program
- Professional Development to introduce the Visible Learning pedagogy to the Visible Learning Team and teaching staff
- Implementation of the Reading to Learn - Learning to Write
- Cooperative teacher planning sessions with local and BCE Curriculum Support Personnel
- Professional development with a focus on Literacy
- Engagement of Literacy Leader to mentor and coach teaching staff with a focus on improving literacy

School Income by Funding Source

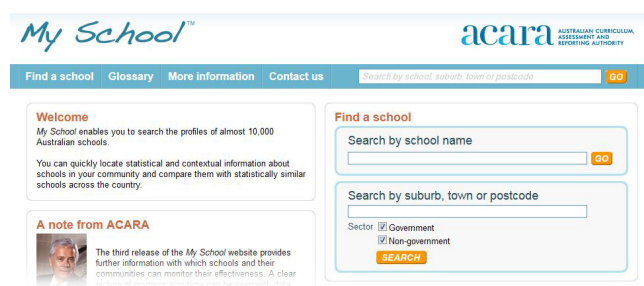
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school 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.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 97.29 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 96.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	93.00 %
Prep Attendance Rate	95.00 %
Year 1 Attendance Rate	96.00 %
Year 2 Attendance Rate	91.00 %
Year 3 Attendance Rate	92.00 %

Year 4 Attendance Rate	91.00 %
Year 5 Attendance Rate	94.00 %
Year 6 Attendance Rate	93.00 %

Policy and practice to manage student attendance

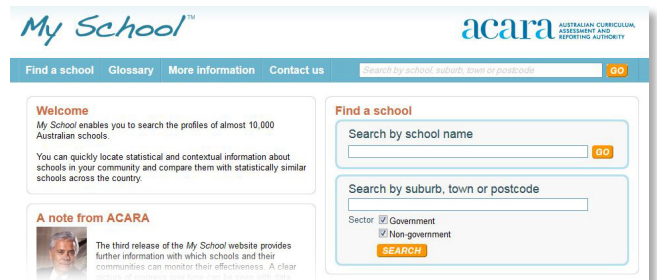
Students attendance is monitored by staff and the leadership team via an electronic roll system. Students and families are reminded regularly on the importance of attending school. A particular focus regarding attendance is punctuality. Class rolls are taken twice daily, students who arrive late must sign in at the office. Rolls are monitored for extended absences or students arriving late to school / leaving early on a regular basis. Contact is made with parents where attendance issues have been identified.

Parents must complete an Exemption From Compulsory School application for absences of more than 10 school days. These applications are sent to DEEWR for approval.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



The screenshot shows the My School website interface. At the top, there is a navigation bar with 'My School' and 'acara' logos, and a search bar with a 'GO' button. Below the navigation bar, there is a 'Find a school' section with a search box and a 'GO' button. To the left of the search box, there is a 'Welcome' section with text about the website's purpose and a 'A note from ACARA' section with a small image of a man and text about the website's release.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following

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Type in the name of the school whose NAPLAN results you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access our NAPLAN data.