# 2015 School Reporting - Primary

## The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>Diocesan Catholic Education Office - Rockhampton</th>
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<tbody>
<tr>
<td>School Name:</td>
<td>St Peter’s Catholic Primary School</td>
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<tr>
<td>School Based Contact Person:</td>
<td>Principal’s Full Name:</td>
</tr>
<tr>
<td>Mr Anthony Greene</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td>170 Upper Dawson Rd ROCKHAMPTON Q 4700</td>
</tr>
<tr>
<td>Phone:</td>
<td>07 49275994</td>
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<tr>
<td>Fax:</td>
<td>07 49277032</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:spr@rok.catholic.edu.au">spr@rok.catholic.edu.au</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.stpetersrockhampton.catholic.edu.au">www.stpetersrockhampton.catholic.edu.au</a></td>
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<tr>
<td>Total Enrolments:</td>
<td>330</td>
</tr>
<tr>
<td>Year Levels Offered:</td>
<td>P-6</td>
</tr>
<tr>
<td>Type of School:</td>
<td>Co-Educational</td>
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Curriculum Offerings

Distinctive Curriculum Offerings
St Peter's School is a two stream school from Prep to Year 6. Over the past 5 years we have embedded the Australian Curriculum into our everyday teaching and also offer Religion as an additional curriculum subject. St Peter's is dedicated to ensuring that every child's educational needs are met to the best of our ability to ensure that they are reaching their full potential. Therefore all of St Peter's staff members are engaging in best practices to enable differentiated learning.

St Peter’s is a faith community witnessing to the values of Christ. We respect each person and work in partnership to nurture love and learning for the good of the whole community.

Extra Curricula Activities
Outside School Care program and facilities
Music Specialist
HPE Specialist
Instrumental Music Program for all Year 4 students and for any students in Years 5 & 6 (optional)
Sports such as Netball, Football, Soccer and Cross Country
School musical every two years
Junior and Senior Choirs and Folk Group
Junior and Senior Signing Choir
Individual singing and keyboard lesson available
Children's Liturgy at Sunday Mass
Youth Masses
Year 4, 5, 6 Band and Music Ensemble
Biennial Artists in Residence in semester two providing art classes for all students
Biennial specialist dance lessons culminating in a dance spectacular
CSIRO Science Days
Cultural classes for all students
Harmony & NAIDOC Celebrations
NAIDOC Mass
Chess training and competitions
ICAS Competitions
Under 8’s celebrations
Book Week and Premier’s Reading Challenge
Interschool and Intraschool Debating
National Simultaneous Story Time

How Information and Communication Technologies are used to assist learning
St Peter’s encourages the integration of ICT into all learning areas. The school has and continues to invest heavily into resourcing ICT, not only with hardware, but ongoing professional development of staff. Currently the Years 5 & 6 classes are involved in a one to one Chromebook program, where every student gains 24 hour access to these devices. Year 4 classes have a laptop/student ratio of 1:2 and there is a bank of 30 laptops available for the Prep to Year 3 students. Every Prep to Year 3 class also has 8 i-pads at their disposal. Each classroom has an interactive whiteboard and a Redcat sound system.
Social Climate

*St Peter’s is a faith community witnessing to the values of Christ. We respect each person and work in partnership to nurture love and learning for the good of the whole community.*

St Peter's is a Catholic school which prides itself on promoting the Gospel values of being sharing, caring, loving and forgiving. The whole community works in partnership to develop open and positive relationships between all and in doing so helps to create a safe and positive atmosphere for children to learn. The school has formal policies and procedures in place to support this 'culture of care' and the staff work whole heartedly to be inclusive of all.

Our weekly Prayer Assembly is an opportunity to pray together as a community, to celebrate achievements and to share learning.

Our school's Religion program gives 'life and meaning' to our mission statements and this 'life and meaning' is embraced in our Key Learning Areas and our culture of care.

Our holistic approach to learning aims to create in our students a strong sense of self and a proactive commitment to Gospel values, particularly in relation to social justice, peace and equity.

Our family counsellor is available each week for our students and their families.

Cyber Safety and Anti-Bullying Strategies

Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist in protecting students against bullying at school. The school community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis.

Strategies used for involving parents in their child’s education

Parents and Friends including a Food Day Committee  
P&F regularly organise guest speakers for parent education  
P&F organise a family function each term  
Parents contribute to children’s Personal Learning Goals twice a year  
Parent volunteers encouraged in classrooms  
Weekly Play Group  
School Board  
Weekly class newsletters e-mailed to parents to keep them informed of class happenings  
A school app to keep parents up-to-date on all school happenings  
Parent in-servicing on reading and spelling  
Parent information evenings  
Caulfield Cup Fund Raising Committee  
Sacraments Team
Reducing the school’s environmental footprint

- Recycling program
- Waterless urinals
- Rainwater tanks connected to the toilet systems
- Worm farms

Characteristics of the Student Body

Our families are from mostly Anglo-Saxon heritage. We have some families from Africa, Indonesia, Sri Lanka and India. Our parents value Catholic education and support the school through the fees and by contributing their energy, time and ideas through parent groups to benefit all students. We celebrate Harmony Day each year to celebrate the diversity and richness of Australia’s cultural heritage. We have thirteen Indigenous students who are supported in their learning by an Indigenous Teaching Assistant. We celebrate NAIDOC each year with cultural presentations by Aboriginal and Torres Strait Islander groups.

Staffing composition, including Indigenous staff

Workforce Composition of all teachers

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
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<tbody>
<tr>
<td>Headcounts</td>
<td>24</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>17</td>
<td>14</td>
<td>2</td>
</tr>
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Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
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<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>0%</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>100%</td>
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Expenditure on and teacher participation in professional development

**TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$67,000

**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**
- Culture of Feedback – Walk throughs and teachers professional standards
- Managing the Literacy Block – Daily 5
- Oral Language
- Making Jesus Real in-servicing
- Hands on Maths practices in the early years
- Students Protection In-service
- WHS Induction
- Bishop’s In-service Day
- Anaphylaxis Training
- Behaviour Management - Choice Theory
- Presentation Charism and Stages of Faith Development
- Words Their Way-Spelling

The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100%

**Average staff attendance**

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

98.41%

**Percentage of teaching staff retained from the previous school year**

80.26%
School Income

(The School information below is available on the My School web site).

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at http://www.myschool.edu.au/.

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 NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Key Student Outcomes

'Inspire learning together' is the school’s core purpose which was developed in collaboration with the Leadership Team, School Board and staff. The core purpose acts as a focal point for many decisions that are made within the school to ensure that we are not only living the school’s mission statement, but also meeting the learning needs of our students.

Three goals underpin this core purpose:
1. Gather and use assessment data to develop curriculum approaches that will allow us to exceed expectations of learning.
2. As a team of learners seek out and engage in meaningful professional learning and sharing.
3. Foster a positive, safe and welcoming community to ensure all can learn without fear.

In 2013 a Strategic Plan was developed using the National School Improvement Tool to provided curriculum direction for the next three years and ensure that at St Peter’s we are incorporating only high yield learning strategies. This plan is regularly reviewed and up dated with yearly goals in collaboration with staff and the leadership team.
Student Attendance

**Average student attendance rate (%)**

94.6 %

**Describe how non-attendance is managed by the school**

Parents usually contact the school to inform of non-attendance. If a child is absent for two days without parental contact the school would contact the family to determine the reason for the absence.

Value Added

**The story of distance travelled**

The NAPLAN results complement other effective assessment and reporting practices at St Peter's. In recent years momentum has built around the use of data gathered to inform our teaching and planning and in return student engagement has improved. As part of our commitment to ‘inspire learning together’ every student, in collaboration with their teacher and parents, write personal learning goals twice a year. This helps students take ownership of their learning and also allows staff and parents to better understand what the students perceive as their strengths and weaknesses.

We have a deep knowledge of our students' abilities through their work in class, standardised tests, professional observations and judgements so that we can assist them to reach their full potential and experience educational successes.

Our Numeracy and Spelling results indicate that these need to be focus areas for professional development. In response we have committed considerable resources and time to the professional development of staff in these key areas. We have also sought and engaged in high yield strategies to improve teaching methods and in turn student performance. An example of this is the use of whole of school approach to maths, reading, spelling, writing and oral language. We have also dedicated literacy and numeracy blocks that have developed through ongoing professional sharing amongst our teaching staff.

As a result in 2014 we were recognised by the Australian Curriculum, Assessment and Reporting Authority as one of 53 schools within the state to ‘demonstrate above average gains’ with our NAPLAN results. While we celebrate this success, we also recognise that we are not yet reaching our full potential and will continue to work to improve our student outcomes across all curriculum areas.

**The story of where you are going**

We analyse and use our school test data for improvement. We will use the information gained to see if our programs are making a difference and to identify root causes of problems, set measurable and achievable goals and to report success or failure meaningfully to our community.

In recent years literacy has been identified as an area of focus in professional development. Our professional development has focused on effective teaching strategies for reading, writing and language conventions. Currently there is a focus on the effective teaching of oral language, especially in the early years. During literacy blocks students spend time involved in small group instructional activities where their specific needs can be targeted.
In regards to maths, time is spent on routines to ensuring the basic foundations in place is helping student develop the confidence to develop their skills to engage in open-ended investigations.

We will use future NAPLAN results to gauge the effectiveness of this program.

### Parent, Teacher and Student Satisfaction

In 2010 our school undertook a School Review and Improvement Process. Parents, students and staff indicated a high level of satisfaction with the school and its programs. Parental support continues with parents supporting a variety of committees and initiatives. In recent years we have also seen an increase in parent’s interest in their student’s education. This has brought about an increase of volunteers within the classroom and more open communication between staff and parents. Staff retention at St Peter’s is high and social events are well supported by the entire community.

Our students regularly receive high praise for their manners and conduct by visiting specialists. Recently the Life Education teacher commented, ‘Not only do they behave well, but it is obvious that the staff and children care for each other’. This goes to the heart of our Mission statement of ‘witnessing to the values of Christ’.

St Peter’s is well regarded within the wider community and this has led to a steady growth in enrolments. All who enter St Peter’s are greeted by the motto of ‘Called to Serve’ and we set high expectations as we answer this call by doing our best in all facets of life.