



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Peter Apostle School

16-38 Guinane Avenue, HOPPERS CROSSING 3029

Principal: Karen Wilson

Web: www.stpeterahc.catholic.edu.au

Registration: 1722, E Number: E1283

Principal's Attestation

I, Karen Wilson, attest that St Peter Apostle School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 27 Mar 2024



About this report

St Peter Apostle School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision

Learn, relate and live in the light of the Catholic faith.

Our Mission

To learn independently, collaboratively and with passion

To relate authentically, honestly and with integrity

To live justly, respectfully and with compassion



School Overview

St. Peter Apostle Primary School was formed in 1973 as part of the Werribee Parish with an enrolment of twenty-six students. St. Peter Apostle Hoppers Crossing was proclaimed a Parish in 1977. The school enrolment grew quickly in the early years and peaked at 733 students in 1985. St Peter's is situated on a two-hectare site in a residential area bordered by Guinane Ave, Don Ave and Clay Ave. Our school is now considered to belong to the older and more established sector of Hoppers Crossing.

St. Peter's has a diverse, multicultural school community. There are a total of twenty-one classrooms, three grades at each level. We share an administration building with the Parish, including a staffroom, and meeting rooms. We have a synthetic athletics track and oval which were updated this year, a synthetic netball court area, as well as an undercover area for assemblies and Parish gatherings. We have an adventure playground and have added a number of cubby houses to enrich outdoor play. This year, we completed a new building project which resulted in a two-storey learning space accommodating six classes, shared work areas, offices and a new Art/STEM learning space.

The school buildings presently comprise of six complexes, that provide flexible learning spaces including:

- Senior Learning Building (opened 2024)
- St Peter Apostle Parish Church and Hall
- School/Parish Administration Centre
- St. Thomas Aquinas Building
- Caroline Chisholm Building
- St. Mary MacKillop Building

The school has an Outside of School Hours Care Program, facilitated by Our Patch, which caters for up to one hundred children. St. Peter's also operates an independent canteen facility that is open two days a week and is managed by the St. Peter's Parish Ladies Auxiliary.

In each of the learning areas there are heaters, air purifiers, air-conditioners and TV screens as well as a variety of wirelessly networked computing devices (PCs, laptops/netbooks, tablets). We are currently implementing a 1:1 school device program that will see all students in year 3-6 have access to a device to support learning by the beginning of 2025.

We take seriously our responsibility in supporting the development of the whole person through our focus on Wellbeing. This includes social/emotional learning and anti-bullying programs. The school is supported in this endeavour by our Wellbeing Team, comprising a Wellbeing Leader, two Learning Diversity Leaders, School Psychologist and Speech Therapist.



Principal's Report

At St Peter Apostle we are proud to highlight our achievements of 2023.

This year saw the completion of a new Senior Learning Centre. This new building includes six senior classrooms, a large Art/Project room, two offices, an additional two project areas outside of classrooms and a new toilet block. Time was spent on designing these spaces with input from all stakeholders in the community. It was decided that this new structure would be built towards the front of the school in order to increase street presence and raise the profile of the school.

In RE, the focus was on a whole school approach to the unpacking of scripture, particularly through the use of Art. Through the work of the RE Curriculum Team, the school was able to focus on our Catholic identity and how to strengthen this throughout the school community..

In the area of Learning and Teaching, the school focused on enriching the curriculum through the creation of two additional specialist programs. Technology was created to incorporate Digital and Design Technology. Earth studies was also introduced to incorporate Science, Geography, Ethical Capabilities and Intercultural Capabilities. The tutoring program continued to support students who were impacted during lockdown, and intervention programs such as Levelled Literacy Intervention (LLI) were fully utilised as well. This year our school was identified as one of the high performing schools in Metropolitan Melbourne.

In the area of Wellbeing, the importance of Social and Emotional Learning continued to be a big focus. The Wellbeing Leader continued to attend teacher planning sessions this year and this assisted in the continued implementation of wellbeing in learning and teaching at St Peter Apostle. The Respectful Relationships Program was further developed and implemented.

Strengthening the links between the school, parish and parent communities continues to be a focus moving into 2024. I would like to take this opportunity to thank Fr. Vincent for his support and dedication as our parish priest. Looking ahead, my hope is that we continue to grow stronger as a community and that our students are supported to become kind, respectful and innovative citizens.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To actively become witnesses of our Catholic faith in a diverse community.

Intended Outcome

Students are engaged in inquiry based learning in RE
As a school community we are modelling and celebrating our faith
To develop a visible identity of us as a Catholic school

Achievements

We were lucky enough to have a Religious Education Curriculum Team who met once a fortnight. During these meetings we discussed how we could strengthen our Catholic Identity here at St Peters. Teachers were asked to share their thoughts on the support they might need to teach Religious Education in such a diverse community. One thing that stood out was the way we teach and interpret scripture. It was decided after the team attended the “Fanning the Flames” professional development that we could extend the knowledge of teachers in unpacking scripture through Art. We worked with Fr Elio Capra to learn a process for analysing Catholic Art pieces before unpacking the scripture itself.

Using this method of unpacking a piece of Art gave the students an understanding and a visualisation before they heard the scripture passage. It also gave teachers the opportunity to share knowledge about the passages about what was happening in the story. Teachers found that the students were able to understand these passages in a greater depth than ever before. Students who were not of the Catholic faith were able to identify with different elements of the Art piece with the new insights that they gained.

This year we were able to return to having Community Mass on Wednesday mornings. This was a time where students and their parents came together to celebrate mass before school with the parishioners. Being able to celebrate these masses provided a big boost to our community, the parishioners loved seeing the children engage in the liturgy and the parents enjoyed a cup of coffee after mass which helped strengthen the community relationships

between the school and the parish. We look forward to being able to hold these Community masses more regularly in 2024.

Value Added

St Vincent de Paul food drive

Students were asked to bring items of food for our Annual St Vincent de Paul Food Hampers. Once again our students were incredibly generous and we were able to make up many more hampers to support our Community during Christmas time. This drive has become a highlight for the students, always wanting to know if we were able to help more families this year than we did last year. We were able to provide more than 150 baskets full of food for the St Peter's Community. This was a huge achievement from all involved.

Building staff capacity in teaching scripture in the classrooms

This is a very important part of what we do here at St Peters. The more comfortable teachers are with the content of what they are teaching the more the students will get out of these sessions. By including Spiritual Art pieces into our Religious Education program we have give teachers another way to unpack scripture with their students. It has pleasing to hear how much the students have got out of these lessons, the questions they ask and the things that they notice have been nothing short of amazing. It has also meant that our non catholic students and students of other faiths have been able to enter into our catholic stories in a different, more meaningful way.

Learning and Teaching

Goals & Intended Outcomes

Goal

For the school to develop high-quality educational leaders who create a culture of effective learning and teaching so that leaders have a shared vision and level of expertise that drives effective learning and teaching.

Intended Outcomes

For the school to implement a model of teacher engagement of students as agents of learning so that all staff have a shared understanding of what learning and teaching will look like at St Peter's and so that students can take a more active role in their own learning.

Achievements

St Peter's took the opportunity in 2023 to complete an overhaul of our learning and teaching approach. Through involvement in professional learning, the building of teams to support practice, curriculum changes, reflection and goal setting, as well as a focus on celebrating and exploring curriculum in different ways allowed the school to reinvigorate our learning and teaching.

Investing in building the leadership capacity of staff and assisting leaders to support staff was a major focus of 2023. Curriculum Teams were established in all key learning areas where passionate teachers were able to work with Curriculum Leaders to reflect on their learning area, identify areas for improvement and plan ways of working with staff to bring about change. Further to this, Curriculum Leaders met fortnightly with the Learning and Teaching Leader to establish a shared vision for learning and teaching and build their own capacity to enact this vision and to lead their individual teams effectively. In addition to this, several staff members participated in leadership professional learning through Melbourne Archdiocese of Catholic Schools. Ensuring our leaders were skilled and supported in leading teams and their curriculum areas allowed them to have a greater, more efficient impact on learning and teaching.

As part of our transformation of learning and teaching, teachers engaged in professional learning led by the Learning and Teaching Leader to review the school's policy in this area and examine what this would look like on a daily basis. Establishing a firm foundation of

knowledge in key areas of practice across the school ensured all staff had a shared understanding of the expectations and were upskilled in meeting these expectations.

Further to this, additional Specialist areas were added to the curriculum for students to ensure they were able to access these curriculum areas in a deep and authentic way. Earth Studies (covering the Science, Geography, Ethical Capabilities and Intercultural Capabilities curriculum) and Technology (including both the Digital Technologies and Design Technologies curriculum) were added to the Specialist rotation (already including Physical Education, Visual Arts, Performing Arts, and Italian) gave students additional opportunities to delve into the curriculum and to make connections across different disciplines.

Finally, World Maths Day had an even greater focus at St Peter's. Traditionally, the school celebrates special days/weeks for Book Week, NAIDOC Week, Harmony Day, ANZAC Day, 100 Days of Prep, however, World Maths Day hasn't had a big profile at the school. In 2023, this changed, with the whole school engaging in a variety of Maths activities throughout the day, dressing in costume and parents being invited in to participate in math challenges with the students. It was wonderful to see the way in which students participated in these activities and the joy they had sharing this with their families.

Student Learning Outcomes

St Peter Apostle Primary School has a yearly Assessment Schedule that sets out the expectations across all levels of the school for assessment of individual students and data collection resulting from these assessments. These assessments cover the key curriculum areas. Individual teachers also collect their own evidence and anecdotal observations that they analyse to drive the learning of and to set individual goals for all students.

In 2023 St Peter Apostle Primary School was identified by the Australian Curriculum Assessment Reporting Authority (ACARA) as a consistently high performing school after analysis of NAPLAN data. When compared to schools with students of similar backgrounds, St Peter Apostle school wide data indicates 'well above' achievement for reading, writing, spelling and grammar for years 3 and 5 students. In numeracy the school NAPLAN data also indicates a 'well above' achievement for year 5 students and 'above' achievement for year 3 students.

St Peter Apostle implements the VCOP Oral and Written Language program Through this program, we have seen significant confidence and growth in our students' ability to write and take ownership of their own learning. Students partake in regular one to one conferencing

with their teachers to set learning goals in order to target their needs and empower them to become more successful writer's. VCOP fosters a more student-centered approach to teaching and learning.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	420	59%
	Year 5	507	67%
Numeracy	Year 3	405	68%
	Year 5	481	63%
Reading	Year 3	413	74%
	Year 5	514	82%
Spelling	Year 3	429	75%
	Year 5	503	79%
Writing	Year 3	429	88%
	Year 5	514	85%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal

To develop a visible identity of us as a Catholic school through our learning and teaching of social and emotional learning.

Intended Outcomes

Initiate dialogue and discussion with staff, students and families of authentic opportunities to intertwine our Catholic beliefs and ethos into our wellbeing learning and teaching.

Achievements

In 2023, the Wellbeing Curriculum Team met on a fortnightly striving to improve student wellbeing through the Positive Behaviour for Learning framework and Wellbeing Curriculum. Student Wellbeing Leaders shared the whole school PBL focus at weekly line-up, reminding staff to identify and acknowledge positive behaviours using our Be Proud, Be Kind, Be Responsible and Be Safe hand stickers. Students wore their stickers proudly and when asked were able to verbally articulate why they were given the specific sticker. Our 2023 TIF survey demonstrated that St Peter's staff and students had improved from the previous year in knowledge and understanding of the school's four pillars and positive behaviour expectations.

Pastoral care and behaviour management at St Peter's is based upon our gospel values and reflects our school's vision statement; Learn, relate and live in the light of the Catholic faith. Students are encouraged to reflect on their behaviour choices, recognise the impacts of their behaviour on others, as well as themselves. The restorative approach is essential to ensuring students behaviour and feelings are voiced, recognised with opportunities of giving and receiving forgiveness. This year, we have drawn on the Catholic gospel to remind students that we are all made in the image of God, we are all deserving of respect, inclusion and understanding.

With this in mind, the leaders and curriculum team worked with Fr Vincent to ensure our teaching of the Respectful Relationships program reflected an authentic Catholic lens. St Peter's staff and families were invited to view our school's version of the Respectful Relationship topics on gender equality and stereotypes, gender based violence (male and

female) and personal safety. The teaching of these topics encourages our school to recognise the importance of improving the family violence statistics in Victoria and further embed child safety practices within our school community.

Throughout 2023, the Wellbeing Curriculum Team provided staff professional development during PLC and staff meetings. The school's PBL coach Trevor Herry facilitated staff professional development on evidence-based effective behaviour management strategies. Trevor visited the school, working with teachers to provide feedback and suggestions for improving behaviour and student wellbeing. Staff were invited to attend workshops during their professional development day who gained knowledge in the facilitation of the 'Circle Time' strategy and behaviour management.

In 2023, the Wellbeing program was enriched with a number of onsite incursions. Bravehearts 'Ditto's Keep Safe Adventure Program' for students in Prep to Year 2, focuses on teaching young children age appropriate personal safety. The Broadsheet Productions incursion provided students from Grades 3-6 practical skills and resources to support cyber safety and cyber wellbeing. Life Education Victoria ran sessions for students from Prep to Year 6 to help support students' physical, social and emotional wellbeing and safety. In addition, Year 6 students were part of a wellbeing pilot project with the staff from 'The Ranch' camp. The staff surveyed students to help ascertain the areas of wellbeing needing improvement, designing activities at camp that helped promote the development of empathy, kindness and resilience.

Our school's full time psychologist Rosa Barron worked closely with students, families and staff to improve student wellbeing. Rosa supports students through counseling and facilitating academic assessments and behaviour assessments. Similarly our school speech therapist Lizzy Williams supported staff and students with reading and writing strategies as well as social skills building. Rosa and Lizzy, together with Pattie (Learning Diversity Leader) and Emili (Student Wellbeing Leader) opened the school staffroom 'Community Hub' once a month inviting families to come together to chat over a cup of tea/coffee. The school invited Anglicare community representatives to inform the school community of government funded initiatives such as 'Tuning into Kids', 'Energy Rebates', 'Early Help' and many more.

Our pre-Prep program consists of an information session for parents at the beginning of the year and includes 3 orientation sessions for enrolled 2024 prep students. We continue to work closely with Kindergartens and Secondary Schools to give our students the most positive transition possible. These sessions were further enriched this year with the inclusion of St Peter's community liaison staff who provided interpreting as well as parent and student support.

Value Added

wellbeing and safety. We ensure every student is given an opportunity to explicitly learn positive social skills and behaviour. Our whole school approach to Positive Behaviour for Learning exemplifies the importance of reminding and reteaching students our behaviour expectations.

Restorative conversations encourages students to be heard, express their feelings and move towards repairing fractured relationships in a supportive and respectful way

Friendship Club open to students during first break promotes the natural development of social skills and positive interactions

Clear positive behaviour expectations through the PBL framework

Staff support to intertwine our Catholic ethos and beliefs into the learning and teaching of Wellbeing

Student wellbeing and safety focused incursions

Pastoral care and professional counseling available to students

Full time school psychologist and part time speech pathologist

MACS support by providing the school with a PBL coach

The inclusion of interpreters in parent support meetings and information sessions

Student Wellbeing at St Peter's is assessed using the ACER PAT-Wellbeing online assessment and MACSSIS Survey. The data from these surveys are analysed and used by staff to strategically plan wellbeing lessons to support the improvement of student wellbeing. Some of the focus topics include 'growth mindset, friendship, empathy, resilience and mindfulness' across the year levels. The introduction of the Compass platform in 2023 has enabled staff to enter minor and major behaviour referrals to the Wellbeing Curriculum Team and Leadership Team. The data has led to improvement in developing personal safety and behaviour plans for students.

Student Satisfaction

Each year students at St Peter's are given an opportunity to provide feedback regarding their learning, relationships and engagement at school. In 2022, students in Years 4-6 participated in the MACS-SIS survey. Feedback from the MACS-SIS survey informs us that students would like to have more voice in matters that are important to them as well as have an opportunity to have a say in major decisions of the school.

The ACER PAT-W, Social-Emotional Wellbeing (SEW) Survey, is administered each year to students in Years 2-6. The feedback from the SEW survey shows that 93.3% of the students get along well with their teachers.

Student Attendance

School attendance is recorded twice each day. Parents and carers are contacted via phone "sms" if a child is marked absent and no notification has been sent to the school. The classroom teacher will follow up procedures if a child has been absent for more than two days. If no contact can be made, the Principal will follow up with phone calls and emails. Interviews may be conducted to discuss absences. The school endeavours to work with parents to minimise student absences.

Average Student Attendance Rate by Year Level	
Y01	88.9%
Y02	91.4%
Y03	91.2%
Y04	90.0%
Y05	92.1%
Y06	88.7%
Overall average attendance	90.4%

Leadership

Goals & Intended Outcomes

Goal

To further develop and sustain a supportive school culture characterised by a shared vision, positive staff morale and a commitment to continuous improvement.

Intended outcome

That school morale and staff empowerment will be strengthened.

Achievements

As part of the continued upgrading of the school facilities, the school completed a double story building for the Grade 5 and 6 students as well as the whole school for Art lessons. This new Senior Learning Centre was built in response to the changing needs of the school, as well as to replace an older building that was to be demolished. It is hoped that the building of this Learning Centre will allow for the creation of various other areas within the school to cater for the wellbeing and cultural needs of the school community.

This year saw the continued development of curriculum teams who worked in the areas of RE, Wellbeing, Literacy, Inquiry and Maths. These teams were formed through a process of staff application and consisted of representatives from the junior, middle and senior sections of the school. The school provided opportunities for these teams to meet regularly as they were responsible for driving new initiatives in their particular focus area. These teams gave staff the opportunity to build expertise in specific areas as well as build their capacity as leaders.

Data from 2022 showed that the parents and staff felt that a focus on culture would be an important next step, particularly with the changing demographics of the community. As a school, we also needed to address the new child safety standards that focused on cultural safety for indigenous students. In working towards this cultural understanding, the staff were involved in professional development that highlighted the needs of our indigenous community as well as the trauma experienced by our refugee families. This professional development occurred throughout the year and ensured that the school continued to develop a culturally safe and inclusive environment. This also led to the formation of a new specialist area, called Earth Studies, that focused on indigenous studies and intercultural capabilities.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Staff were involved in a variety school wide and targeted professional learning activities including:</p> <ul style="list-style-type: none"> • Mandatory Reporting and Child Safety • First Aid Training and CPR • Positive Behaviour for Learning • Respectful Relationships • EALD - Staff Spirituality Day - Indigenous studies - Implementation Compass Learning Management System - Learning Maths Through Games - Literacy Programs 	
Number of teachers who participated in PL in 2023	42
Average expenditure per teacher for PL	\$520.00

Teacher Satisfaction

Staff showed high levels of satisfaction in Collaboration in Teams (72%) and Collective Efficacy (82%), highlighting the strength of the relationships between members of staff within the school. Teaching staff were also satisfied with the way in which leadership set the conditions for teams to collaborate effectively (69%).

Psychological Safety (67%) was an area that the staff rated well as they acknowledge that

they feel safe to take risks as part of the learning process. Catholic Identity (57%) is an area that we continue to develop as a school community.

Teacher Qualifications	
Doctorate	0.0%
Masters	7.8%
Graduate	9.8%
Graduate Certificate	5.9%
Bachelor Degree	54.9%
Advanced Diploma	15.7%
No Qualifications Listed	5.9%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	50
Teaching Staff (FTE)	43.3
Non-Teaching Staff (Headcount)	38
Non-Teaching Staff (FTE)	31.0
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goal

To engage with our parent community and actively promote a climate where all are welcomed, connected and informed to enhance student learning and wellbeing.

Intended Outcome

That we draw on the richness of our diverse school and local community to enhance student learning and wellbeing.

Achievements

At St Peter Apostle we strived to include and welcome parents into our school community. Our staff and Parents And Friends Association coordinated many memorable activities that continue to help us grow our community spirit and our understanding of how we best come together as one. The Parents and Friends Association coordinated our annual Mother's and Father's Day stalls. We also welcomed our mothers and fathers back for our traditional Father's Day and Mother's day breakfasts. This event was well attended and a great way to connect.

One of our main community events this year was the celebration of our Golden Jubilee. This event was highlighted through the creation of an exhibition that showcased the last fifty years of our school. The parent and parish community were encouraged to visit the exhibit, along with past students and staff. We also had an afternoon tea and school tour for past staff to come together and reminisce about their time at St Peter's. As a school celebration, the students were involved in various activities during St Peter's week, including the official opening of the school time capsule.

The Prep community celebrated their 100 days of school and we also invited our families in for Book Week activities. During Book Week the Ladies Auxiliary supported us by arranging special lunches and it was great to see the parish and school coming together. Parents also enjoyed the opportunity to be part of Book Week by coming in to read with their children.

The Buddy Program continued in 2023, giving students the opportunity to build connections

with peers and a sense of belonging within the school community. We implemented our Sacramental program and students participated in Reconciliation, Eucharist and Confirmation. Parents engaged in information sessions based around the sacraments and were able to unite as a community within the parish church.

We provided many opportunities for parent involvement and engagement throughout the school. We attempted to involve all parents by running online sessions where they could view their child's drama performance. We ran our parent, teacher and student conversations (PTS) where families were able to come in and discuss their child's learning. For these events we also provided interpreters to be inclusive of our diverse community. Another way in which we have built connections with our community is through the inclusion on staff of our Myanmar Learning Support Officers (LSOs). These LSOs were able to provide support to families during our Prep Information Nights as well as other community events.

At St. Peter Apostle, we engaged with the wider community at a variety of levels such as students raising funds for Project Compassion and Caritas. Families were also invited to donate food for the St. Vincent De Paul Society. We finished the year with school and parish welcomed to our carols night where families shared a picnic and enjoyed being part of the community. At St Peter Apostle we regularly communicated between school and home via the newsletter, emails and Compass. We also continue to use the school Facebook page to share news and celebrate student work and special events. Moving forward we have lots to look forward to as our community finds ways to come together again. We are excited to continue to build school and community partnerships.

Parent Satisfaction

Our parent data represented forty nine families from our school community.

Parents showed increased levels of satisfaction with barriers to engagement. In identifying the support they are given to engage in their child's learning, our result increased from 58% to 67%. Communication was also identified as an area we have grown in as our results rose significantly from 58% to 75%.

In regards to learning and teaching, parents felt that the learning experiences at school matched the interests of their child. This result rose from 58% to 88%.

Parents highlighted Catholic Identity as an area for further development. This coincides with staff perception that this is an area to improve in. A focus on building our identity as a school should assist in this area.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.stpeterahc.catholic.edu.au