

St Peters Lutheran School Blackwood



God in all things

School Performance Information 2017

CONTENTS

Introduction.....	3
1. St Peters Lutheran School.....	3
Mission Statement	3
Context.....	3
Student Welfare and Well Being.....	4
Facilities Development.....	4
International Baccalaureate Primary Years Program	5
Early Learning Centre	5
Learning Support	5
Spiritual Life of the School	6
National School Chaplaincy Program	6
Co-curricular Activities	7
Value Adding	7
2. Teacher Standards and Qualifications	9
3. Workforce Composition	10
4. Student Attendance	10
5. Student Outcomes in Standardised National Literacy and Numeracy Testing.....	11
6. School Improvement Plan.....	12
7. Parent, Student and Teacher Satisfaction.....	15
8. School Income by Funding Source.....	16

Introduction

As part of our funding agreement with the Australian Government, we are required to ensure that specific “School Performance Information” is made publicly available to the school community. This information has been provided to the school community in other forms such as newsletters, the web site throughout the year and the Annual Principal’s Report. What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2017 school year.

1. St Peters Lutheran School

Mission Statement

“St Peters Lutheran School, where the message of Jesus Christ is communicated and celebrated, is a caring, supportive learning community that encourages global consciousness, responsible action and life-long learning.”

Context

The school was established in 1999, and opened on the first day with 17 students across Reception to Year 7. This was an exciting undertaking for the St Peters Lutheran Church at Blackwood, who envisaged the school as an act of service and outreach into the community. We are very fortunate and cherish the support of the Lutheran Church of Australia, which has a long history providing quality education in Australia.

166 students were enrolled this year in the school across R-7, with a further 42 students enrolled in the Early Learning Centre.

Our school continued in 2017 to offer students the opportunity to develop the knowledge, skills and understandings that are vital for equipping them to lead successful and purposeful lives in today’s world. We continually challenge our students to build a community based on the Christian way of life, where the love, grace and forgiveness of God informs all our relationships. The uniqueness and dignity of each student is respected as the teachers work with parents to build up within each child an awareness of *God in All Things*.

The school has seen consistent leadership during its 18-year history. School’s Foundation Principal, Mrs Margaret Linke retired at the end of 2011. Current Principal, Mr Mark Rathjen continues to work with community to build a school culture strongly focused on Christ-centred education, where the learning and well-being of each individual within the school is valued and nurtured.

Student Welfare and Well Being

At St Peters, student welfare takes a high priority in the everyday life of each student. Throughout the year students are encouraged to strive to be the best they can be. They set goals for themselves about their learning but also about attributes and attitudes, and then are encouraged to strive to achieve those goals.

Behavior Management is positive and not punitive. It is about respecting the uniqueness and dignity of all community members as unique individuals created in the image of God, taking into account the rights and responsibilities of all members of the school community.

Our senior students lead our whole school meetings, where concerns are raised and solutions proposed by the student body. At these meetings, the students also acknowledge and celebrate events in the life of the school, the nation and the world.

Our overall approach to student well-being is to focus on resilience and developing strategies so that students know what to do if students are being bullied, and are confident to use those strategies. There is also an emphasis on the role that each participant involved in any bullying incident, including the bystanders, can play. We also employ the *No Blame* approach to dealing with any bullying that may occur. We have found this strategy positive and very effective. Restorative practices are used whenever conflicts occur.

We have a buddy system to encourage all students to be conscious of each other's needs. Students spend one teaching session each week working with their buddies and are often seen together in the school yard. All the students enjoy these relationships.

In 2017 we commissioned a well-being survey of our older students (Year 3-7). It is a highly credentialed DECD survey where over 10,000 students are surveyed each year. Overall our school did extremely well and outperformed other schools in most categories. It is fair to say that most students at SPLS feel safe, valued, connected to their teachers, peers and the community. There are areas around anxiety and resilience that we noted and will look to address those in the year ahead (This refers to Section 7, page 15, re Parent, Student Teacher Satisfaction).

Facilities Development

Our school was totally repainted (inside and out) over the 2017 January school holidays. A number of rooms were also re-carpeted. This is part of an ongoing 7-year maintenance programme we commenced at the end of 2016.

The most recent major development was completed under the Building Education Revolution programme. St Peters was able to apply for grants under two elements; the school was successful in obtaining funding under the National School Pride for \$125,000 and under the Primary Schools for the 21st Century for \$2,000,000. In 2010 with the \$2,000,000 the school was able to build an extension to the Resource Centre, three small learning support spaces, as well as two classrooms and a multi-purpose space to be used for Art and indoor Physical Education activities

No new facilities are currently being planned for 2018.

International Baccalaureate Primary Years Program (PYP)

One of the great strengths of the International Baccalaureate PYP is quality control. In order to advertise itself as an IB World school, there are particular standards that schools need to meet. In 2007 St Peters was authorised as an IB World School and this was followed by a successful evaluation in 2010 and again in **2015**. The evaluation was conducted by a team who spent three days in our school. We received very favourable feedback with a high number of Commendations. The school was particularly pleased with our overall feedback. Our next evaluation is due in 2020.

Early Learning Centre

The Early Learning Centre at St Peters Lutheran School commenced in 2007. The ELC has continued to thrive in 2017, and we believe that is because:

- It has provided an alternative for parents – a Christian Early Learning Centre in the local area.
- The transition from Early Learning (kindergarten) to school is greatly enhanced by the close relationship between the Early Learning Centre and the Reception classes, through regular visits to school.
- The teaching and learning programme in the Early Learning Centre is highly compatible with that currently used in the school, and this provides a big advantage for the students moving into Reception.
- An increased emphasis on outside and nature play/learning.

In 2017, we had approximately forty families with little people attending sessions. It continues to be an exceptional service that the school is offering to the community, and as a Lutheran Early Learning Centre, St Peters is able to celebrate the love and grace of God with these young children each and every day.

Learning Support

The Learning Support Coordinator is responsible for the development and management of this programme, which includes a number of elements. Students who require extension are catered for as well as those who have challenges with their learning. Some students work 1:1 directly with the Learning Support Coordinator and then receive further support from the Support Officers *Curriculum* (SOC's) for a short period on two or three other days to consolidate what has been learnt. A number of students also work with outside tutors who come to the school, and these students are also supported by a SOC in the same way as previously mentioned. Other students work with a Learning Assistance Programme (LAP) volunteer on a programme that is developed in cooperation with the volunteer, the class teacher and the Learning Support Coordinator.

Some students in the programme work in small groups on the Rainbow Reading Programme, and the Learning Support Coordinator on other specific literacy and/or numeracy skills supports other students in small groups. A programme has been created for students who have been diagnosed with dyslexia. These students take part in this programme each week and components of the programme are utilised in classroom during regular lessons. Our students make excellent progress through this programme.

Spiritual Life of the School

- **Staff Devotion** – Each day the staff begins with the word of God. It is wonderful to start our working day with a reminder of who we are in Jesus, and our real purpose in our school, which is to bring the message of God’s saving love to all of His precious children.
- **Faith Formation** – In 2017 the staff members continued their faith formation, using a range of theological development programmes, often led by Pastor Ben Pfeiffer (St Peters Parish Pastor). This year we had a spiritual retreat for a full day at Bethlehem Lutheran Church in Adelaide where we discussed the LEA’s new Culture Document, “Growing Deep”.
- **Class Devotion** – Each class has a regular daily devotion. Each of our students knows that we have a loving God who loves and cares for each one of them. Classroom teachers have a special place set aside in their classroom where the class can gather quietly, to hear his word, pray and sing praises to him. During the Lent season, we conducted our devotions outside in a quiet reflective space where each day we focused on the different aspects of the Christ’s Passion (ie Stations of the Cross). We celebrated Easter with a special celebratory service.
- **Christian Studies** – In 2017 the focus continued to be on the authentic integration of Christian Studies into the Program of Inquiry, so that is incorporated into the trans-disciplinary approach we have adopted in our teaching and learning program. Our Christian Studies Key Teacher supports teachers in their endeavours with this.
- **Friday Chapel Services** – In 2017 we maintained this whole school time spent worshipping together, hearing the saving word of God and praising him for his grace and love. We thank Pastor Ben Pfeiffer for his ongoing commitment to leading these worship services, in such a child friendly yet still respectful manner. Each class takes a turn to be involved in leading and assisting in worship. Sadly Pastor Ben left our community mid-year and we welcome Pastor Kevin Wood from the beginning of 2018.
- **Community Worship Services** – In 2017 each class within the school participated in the regular Sunday worship services of St Peters Lutheran Church once a year. Family Services are held on the last Sunday of each month and it is usually one of these services that the school attends. This is much appreciated by the members of the congregation, as it is a very tangible demonstration of one St Peters community.

National School Chaplaincy Program

The National School Chaplaincy Program is funded by the Australian Government. St Peters has had a School Chaplain under this scheme since 2008. She works in the following area;

- **Learning Assistance Programme** – The chaplain worked with students on specific learning activities in LAP.
- **Class Support Coordinators** – The chaplain facilitated this group, supporting them and chairing their regular meetings. The Chaplain together with representatives from the Parents and Friends team and class coordinators, work to plan various community events (eg Fathers’ Day, Twilight Tea, a welcome dinner). These events are shared between the families of each class in the school.
- **Seasons for Growth** – The chaplain is a trained facilitator of this program, which is designed to support students who are experiencing change or loss in their lives. The course was offered to students twice during the year. It involved small groups of students leaving the class to meet for eight one-hour sessions.

- **Being there for students** – During lunch and recess times the chaplain met with students on request to spend time playing games with them, which provided the opportunity for sharing concerns or worries, or celebrations.

Co-curricular Activities

- **SAPSASA** – Each year we have managed to increase our participation in SAPSASA, and for a small school such as ours the results have been impressive with a number of students involved in State Athletics Days, Basketball, Netball, Swimming and Cross Country. **In 2017** our school won the local interschool athletics competition.

- **Out of School Hours Sport** – In 2017 the school fielded a number of teams in a wide range of sports, including Basketball, Lacrosse, Cricket, Football, Netball, Chess, Pedal Prix and Volleyball. This element of school life is developing and growing rapidly thanks to our enthusiastic staff and committed parents. We are always pleased to receive the very positive feedback that abounds about the sportsmanship and excellent behaviour of our students. They really fly the flag for our school and we are very proud of the way they do that.

- **Pedal Prix** – Parents continued to support the concept in a most enthusiastic and professional manner. Students in Years 6 and 7 were involved in three races, the last being a 24-hour event held at Murray Bridge.

- **Special Interest Groups** – Teachers outside of their normal teaching time run the sessions. We were able to offer robotics, mathematics, chess, running, mural-painting, bushwalking, mosaics, melody bell ringing and a skipping group. St Peters Choir was involved in a number of public performances in the wider community. The skipping group has also developed so that now some students with higher-level skills are members of a special performance skipping squad. Our runners participate in the City to Bay fun run. Our robotics team competed to a high level at the *First LEGO League* competition in September.

We are very thankful to have members of staff and parents at St Peters who were more than happy to provide these special extra-curricular activities for our students. This has proved to be a very well supported program, and will continue and grow in 2018.

- **Action Groups** – The Year 6 and 7 students managed Action Groups in 2017 as part of their leadership role, including Dance, the All Sports and Events Group.

- **Chess club** – The school entered a number of competitions during the year. A very capable chess team won a high number of matches and medals once again in 2017.

Value Adding

Service to others is intrinsic to the philosophy of the school and students are encouraged to be 'givers to society' rather than just be 'receivers'. One of the reasons for selecting the International Baccalaureate Primary Years Program as the curriculum framework for St Peters Lutheran School was because Community and Service are integral components of the program.

The following are some significant features that added value to the educational experience at St Peters in 2017:

- Early entry assessment (PIPs) to establish benchmark data for every Reception student.
- PAT testing throughout school (except Receptions).
- Numeracy interviews at the end of each academic year.
- Phonological Awareness Screening for every Reception student.
- Encouragement for specialist services to be provided at the school during school hours (e.g. Speech Pathology).
- Our Early Learning Centre incorporating a kindergarten program, that provides full day sessions for students aged 3 to 5 years (Child Care Benefit available).
- Delivery of a dynamic Christian Studies framework and a weekly Chapel service.
- Providing significant support through weekly offerings and special fundraisers to a range of charitable organizations.
- Weekly prayer group for parents.
- Seasons for Growth, a program for students suffering grief or loss, run by a trained facilitator.
- Learning Assistance Program (LAP) supported by parent volunteers.
- Information Communication Technologies with 5 computers in each classroom, and a ratio of one computer to every three students throughout the school.
- Bring Your Own Devices (ipads, tablets etc) in all classes from Year 3 to Year 7. iPads for the Junior School classes.
- The opportunity to learn a range of musical skills through an independent service provided at the school from which some small ensembles are created (eg Chapel Band).
- Participation in an annual whole school musical performance.
- School Leadership Program with a particular focus on Year Seven students, including conducting weekly whole school meetings.
- Leadership programme for Year 7 students.
- Year 6/7 trip to Canberra every second year.
- Class Buddy programme from ELC to Year 7.
- Opportunities to participate in the Sporting Schools programme in the junior primary years through to competition in a range of sports from Years Rec-7. Competitive sports offered this year included basketball, cricket, football, netball and lacrosse.
- Participation in the series of Pedal Prix races throughout the year including the 24 hour event.
- Before and After School Care (OSHC) and Vacation Care.
- A high level of parent involvement in classrooms and through extra-curricular activities.
- School camps and interesting and relevant field trips, as well as visiting artists, experts and guest speakers.
- A very high level of communication with parents including outstanding assessment and reporting procedures.
- Grandparents' and Special Friends' Day with opportunity for grandparents and friends to visit classrooms, enjoy a special performance, and sumptuous morning tea.
- Outstanding facilities that provide light, spacious and comfortable learning areas for students.
- School magazine – annually produced.
- Supportive Parents and Friends Association.
- Bi-annual fete (*St Peters Fest*). Held this year in November.

2. Teacher Standards and Qualifications

Ongoing professional development is vital in any profession. Staff members at St Peters see themselves as life-long learners, and so professional development is a very important part of their lives. Teaching staff work with the new Australian Curriculum to ensure we are well prepared for its full implementation. All members of the teaching staff participated in professional development activities in 2017, including the following courses and workshops. All teaching staff are familiar with the new AITSL teaching standards and are creating professional learning plans to compliment the school's strategic initiatives as well as their own professional goals. Two senior staff have been studying toward their Masters of Education and Leadership Development (LDP) accreditation in Lutheran schools. PD for PYP is central to much of our Professional learning led by our PYP Coordinator.

- **Spiritual retreat** – This year we had a spiritual retreat for a full day at Bethlehem Lutheran Church in Adelaide where we discussed the LEA's new Culture Document, "Growing Deep".
- **Christian Studies** – Christian Studies Key Teacher Seminar, Equip, Worship in the Lutheran School
- **Mathematics** – Exploring ways to differentiate mathematics (via support from LESNW office)
- **Literacy** – Australian Curriculum
- **Science** – Australian Curriculum
- **PE** – Key teacher days
- **IB Primary Years Program** – Various off campus PDs for individual staff
- **Learning Support** – Gifted and Talented Education, Computer programs for students with specific learning difficulties (iPad support), Dyslexia support training, differentiation in the mainstream classroom.
- **Partnerships with Parents** – Information evenings, community events, robust Parents and Friends Team.
- **ACLE5 conference** – Conference of Australian Lutheran Educators held at Adelaide Conference centre in July.
- **Other** – Early Years Framework, Cyber Bullying, Basic Emergency Life Support, Fire Safety Training, Administering an Epi-Pen, Reporting Abuse and Neglect, Asthma training, Valuing Safe Communities, Supporting students with Autism in the Mainstream classroom.

Teachers also engage in school-based professional development. They work in professional learning teams by year level, mentoring and coaching their peers, use staff meetings for structured professional reading, and engage the services of external consultants. Each teacher has their own individual Professional Learning Plan which is in line with AITSL Standards, School Strategic Plan and PYP Action Plan.

All teachers have satisfied the requirements of the Teachers Registration Boards for registration including child protection training and a criminal history check. All members of staff have also completed the required First Aid training.

Teaching staff at St Peters are well qualified:

Number of teachers with Master of Education = 1

Number of teachers who have more than one Degree = 5

Number of teachers who have a Degree = 17

Number of teachers who have a Graduate Certificate = 3

Number of teachers who have a Graduate Diploma = 7

The range of qualifications cover the following fields: Education, Theology, Music and Drama, Languages other than English, Gifted Education, Special Education, Mathematics Education, Applied Science, Health Science and Nursing.

3. Workforce composition

Workforce Composition 2017					
	Full-Time Teaching Staff	Part-Time Teaching Staff	Full-time Non-Teaching Staff	Part-Time Non-Teaching Staff	Total
Female	7	7	0	10	24
Male	3	0	0	1	4
Total	10	7	0	11	28

In 2017 there were no Indigenous members of staff.

4. Student attendance at school

The average attendance rate is quoted as a percentage and is calculated from the number of absences relative to when we would have expected students to be at school. It excludes absences due to representative sporting or other school organised events.

The average student attendance rate for the whole school for 2017 was 90.4%.

2017 School Student Attendance by Year level not including Reception Students							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Percentage	89%	93%	92%	93%	90%	89%	87%

In the event that a student is absent and the school has not been informed, the School Receptionist contacts the parent or caregiver to confirm the reason for the absence. This procedure is published in the annual Parent Handbook. We use an electronic attendance recording programme.

5. Student Outcomes in Standardised National Literacy and Numeracy Testing (NAPLAN)

In May 2017 National Assessment Program Literacy and Numeracy (NAPLAN) tests were administered to students in Years 3, 5, 7 and 9 throughout Australia. The NAPLAN Tests were held over a 3 day period and covered the following areas:

- Writing
- Grammar and Punctuation
- Spelling
- Reading
- Numeracy

NAPLAN RESULTS 2017 Comparative Mean Scores

Aspect	Year 3		Year 5		Year 7	
	St Peters 2017 Mean	Australian 2017 Mean	St Peters 2017 Mean	Australian 2017 Mean	St Peters 2017 Mean	Australian 2017 Mean
Reading	456.7	431	550.7	506	576.7	545
Writing	396	414	485.9	473	509.5	513
Spelling	440.1	416	519.6	501	538.7	550
Grammar & Punctuation	448.5	439	553.3	499	567.1	542
Numeracy	396.3	409	510.7	494	555.1	554

School Band Summary

Aspect	Year	Students Exempt	Students Band 1	Students Band 2	Students Band 3	Students Band 4	Students Band 5	Students Band 6	Students Band 7	Students Band 8	Students Band 9
Reading	3	1	0	1	2	8	4	7	0	0	0
	5	1	0	0	0	1	3	5	4	9	0
	7	0	0	0	0	0	0	2	6	6	0
Writing	3	1	0	2	5	10	3	2	0	0	0
	5	1	0	0	0	2	8	8	3	1	0
	7	0	0	0	0	0	4	7	2	1	0
Spelling	3	1	0	0	4	6	5	7	0	0	0
	5	1	0	0	0	1	7	5	4	5	0
	7	0	0	0	0	0	3	3	6	1	1

Grammar and Punctuation	3	1	1	1	5	2	5	8	0	0	0
	5	1	0	0	0	1	6	3	3	9	0
	7	0	0	0	0	0	0	4	5	4	1
Numeracy	3	1	1	2	4	8	5	2	0	0	0
	5	0	0	0	0	0	9	6	5	3	0
	7	0	0	0	0	0	1	2	8	3	0
				Minimum acceptable band for Year 3		Minimum acceptable band for Year 5	Minimum acceptable band for Year 7				

Exemptions and absences

Year 3 – 23 students (1 student withdrawn for all tests). All participating students were at or above the national minimum standard in almost every aspect.

Year 5 – 23 students (1 student withdrawn for all test except numeracy). 22 out of 22 participating students were at or above the national minimum standard in every aspect.

Year 7 – 14 students All participating students were at or above the national minimal standard.

6. School Improvement Plans

In 2015 the school launched its most recent **Strategic Plan 2015 – 2018** which we continue to use to inform our planning and measure our progress. Parents and staff were invited to seven ‘Community Conversations’ where input and feedback were sought on the plan. The overall message in this feedback is positive, supportive and appreciative. Concerns that become evident were explored and strategies are put in place to address those where appropriate. Our current plan is concluding and a new plan will be designed in 2018.

The school has 5 key foci for future plans;

1. **Relationships and Community** – To be a community that embraces and builds quality relationships, using our collective gifts and talents to serve God, each other and our school.
2. **Teaching and Learning** – To develop and embed best teaching and learning practices so that all have the opportunities to reach their God-given potential.
3. **e-Learning and innovation** – To develop a culture where digital learning and innovation is an integral part of the school’s learning programme.
4. **Space and Place** – To have a safe school environment, which encourages play, learning and activity and can change as our school changes.
5. **Leadership and Governance** – To ensure our school is well governed and resourced now and for the future.

During 2017 the school achieved a number of objectives in all areas, including;

1. Relationships and Community

A strong collaboration between St Peters Church and School

- Very positive working relationships exist between Principal, Pastor and both Church and School Council. As a new Pastor arrives in 2018, we hope to build on the excellent work of the past few years.
- We are thankful for the support of many church members who serve the school through; being part of School Council, various committees, LAP helpers and the like.

Communication and learning systems that enhance our ability to perform

- The completion of a new school prospectus.
- Ongoing use of eCommunications around the school; Skoolbag, Facebook and the development of Seesaw as tools to communicate activity and learning around the school.

2. Teaching and Learning

A highly professional school staff

- Focus on staff to staff feedback including Peer Observation

Innovative learning programmes and environments that cater for the needs of every learner

- This year has seen an increased emphasis on “Use data and research to inform learning directions and best practice”. AISSA has assisted in the implementation of a ChallenGE project to help teachers to better support highly abled learners and success for all through differentiation.

Successful learners that are actively growing and developing

- Implemented a Mathematics focus with support from LESNW focussing on the latest research-based strategies for effective teaching of Mathematics.

3. e-Learning and innovation

ICT services well developed and integrated

- Upgraded the suite of computers throughout the school (Lease).

Digital learning is a focus for all staff Professional Learning Plans

- Digital learning is embedded into all teacher’s planning documents. This is lined up with AITSL standards and the Australian Curriculum. The use of devices is a key tool in every child’s learning programme.
- New initiatives with eLearning platforms such as Edmodo and Seesaw being trialled.

4. Space and Place

Great play spaces and a healthy school environment

- We have made a significant change to uniform for our Junior School students going forward. From 2018, all Reception students will wear their sports uniform all year round (this will be for all R-yr2 students by 2020).
- We have applied for and received a \$2,000 'Earthcare' grant via the LLL. *Earthcare* is a recently launched initiative by the LEA to encourage sustainability programmes in our schools.
- Our Special Interest Groups continue to flourish. Choir, chapel band and skipping in particular have been high profile lately. In addition, robotics, cheerleading, art-around-the-school and running have also been popular. Other extra-curric activities have been going on too; *Sporting Schools* for younger students (netball and gymnastics), Pedal Prix, basketball, netball and lacrosse.

A Safe and Sound environment for the school community

- In 2017 we commissioned a well-being survey of our older students in years 3 -7. (See above in Section 1)
- Significant amount of refurbishment thought the school.
 - Relocation of Junior School classes to be nearer to the ELC
 - New ELC entry point
 - Recarpeting of the three learning areas
 - Repaint of the whole school (inside and out)

5. Leadership and Governance

Increase enrolment to provide a sustainable future

- We have developed a new marketing plan which includes; distributing flyers, being active on social media, increasing the number of Principal's tours, video advertising in Blackwood gym, Inside Story, visiting businesses to leave flyers, website updating, St PetersFest on campus, new prospectus and new advertising posters to erect on site and around the Mitcham Council area (when allowed).

Accountability and Governance

- The LESNW have engaged a company called CompliSpace to assist all of its schools in keeping up to speed with all policy requirements. We have an opportunity to be part of this to assist to ensure all our policies are legally up to date and fully compliant. In 2018 a new process of school registration will come into place and this will help us significantly to ensure we have everything in place for any possible audit that we might have in 2019 or beyond. These will be under three main headings;
 1. *School Governance*
 2. *Student Learning and Assessment*
 3. *Student, Health and Welfare*

7. Parent, Student and Teacher Satisfaction with the school

All groups in the school community have many opportunities to provide feedback to the school, some on specific programmes, or aspects of programmes while others cover broader aspects of the school environment. Some of that feedback is formal and some informal. In 2016 one significant survey was circulated to all parents, students and staff; was the Quality Schools Survey. All Schools in the Lutheran Education Australia (LEA) complete this survey every two years. We are due to do this again in early 2018. There was no formal survey in 2017.

The results have been extremely helpful to see how we compare against other LEA schools. For the most part we do very well against the main group. There are some areas identified as needing some attention but were not large stand outs. The school's strategic plan seems to match up well against the QS's data in terms of where we need to focus.

Our strengths

- Safe, caring and inclusive environment
- Lack of Bullying
- Diversity is valued
- Students involved in decision making
- Focus on the spiritual aspects (in nurture and learning)
- Learning Support programme

Areas of focus

- Staff performance feedback
- Service learning for students
- Community partnerships
- Policy Review
- Marketing
- Well-being programme
- Opportunities for staff leadership

Following are some of the other key findings from the Quality Schools survey.

Parent Satisfaction

That parents appreciate the inquiry-based learning programme offered. They find the school receptive and understanding of their views and concerns. They see the teachers as being enthusiastic and passionate about their work. Parents have a strong sense that their children enjoy and are motivated by the teaching and learning provided by the school. Parents also believe that their children enjoy positive relationships with their peers at school.

Student Satisfaction

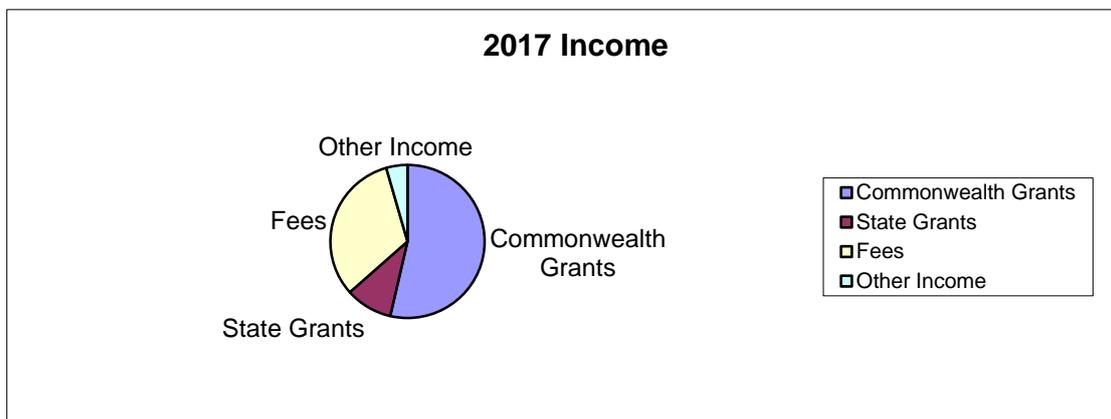
Students at St Peters have a very positive sense of well-being, and feel energised, happy and relaxed at school. They believe that teachers listen and understand their needs and assist them in their learning. Students believe that teachers make learning interesting,

enjoyable and stimulating. They believe that the classrooms they work in are very well managed with minimal disruptive behaviour. They feel a strong sense of control over their learning and that they have a *voice* which is acknowledged, respected and valued by the staff. (See also “Well Being survey” mentioned earlier.)

Staff Satisfaction

Members of the staff of St Peters have a clear understanding of their role and enjoy their working environment. There is a strong sense of alignment between their own goals and values and those of the school, and they feel they have opportunities to be involved in decisions that affect their work. St Peters’ staff also strongly believe that the school is focused on quality teaching and creates a learning environment that maximises outcomes for students.

8. School Income by Funding Source



Income	
Commonwealth Grants	\$ 1,330,645
State Grants	\$ 244,671
Fees	\$ 796,939
Other Income	\$ 110,252
	\$ 2,482,507

