

# St Peters Lutheran School Blackwood



God in all things

## School Performance Information 2018

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## 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 2018 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.

In 2007, an Early Learning Centre was added on our site in what were the original school classrooms. In 2018, 160 students were enrolled in the school across R-7, with a further 39 students enrolled in the Early Learning Centre.

Our school continues in 2018 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 experienced consistent leadership during its 20-year history. Current Principal, Mr Mark Rathjen is the second principal to lead the school and is 7 years into his tenure. He and his team continue to work with the 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 (Year 6&7) 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 in SAs schools are surveyed each year. Again in 2018, 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.

The new Strategic Plan sees Well-being as one of the school's 4 strategic pillars. We aim to build on this strength of the school to help students and staff continue to flourish in this environment.

### **Facilities Development**

As part of the school's strategic intent to make closer ties with the ELC and Junior primary classes, plans were made to enclose an adjoining verandah area and add a connecting door between the two spaces. This will enable for more natural and intentional transition for school-bound ELC students. This project, funded by our P&F, is due to begin in early 2019.

In conjunction with this new learning area, plans have been drawn up to add to our Nature Play spaces. Walking paths, mud pit, garden beds, chicken runs and a small creek are some of what are being considered for this space. Once again our industrious P&F are raising money to assist with this development over the next few years.

There have not been any other major changes to the school's facilities in 2018. We continue with our on-going 7-year maintenance programme commenced at the end of 2016.

### **International Baccalaureate Primary Years Programme (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 2020/21.

In the phases between evaluations, our teaching team focuses on the areas of suggested improvement that arise from our PYP evaluation action plan. In 2018 we worked on 'Differentiating learning in the classroom' and began a two year thorough 'Review of the literacy programme'.

In 2018, the IB announced their new "*Enhanced PYP*" framework after their own review over the past few years. We have spent time unpacking and implementing changes suggested. A greater emphasis on student 'agency' has been most welcome and informs a significant part of our new Strategic Plan.

### **Early Learning Centre**

The Early Learning Centre at St Peters Lutheran School commenced in 2007. The ELC has continued to thrive in 2018, 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. 2018 saw the commencement of a new '*transition to school*' project which improves this aspect even more so.
- A new adjoining learning space (see above '*facilities development*') is planned for 2019 to further enhance the school/ELC connection.
- 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. Plans were drawn up this year to improve this area in 2019 (see '*facilities development*').
- Talented and passionate teachers and co-educators.

An assessment and evaluation was conducted in 2017. Our centre met all standards, and was 'exceeding' in quite a few areas.

In 2018, we had approximately forty 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 periods to consolidate what has been learnt. A number of students also work with outside specialists (eg speech and occupational therapists) who come to the school. 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 with the Learning Support staff on other specific literacy and/or numeracy skills. 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. Teachers and Pastor take turns to lead.
- **Faith Formation** – In 2018 the staff members continued their faith formation, using a range of theological development programmes. This year we had a spiritual retreat for all of our staff for a full day at the Belair Convention Centre. This year the theme was God's story/Your story. All of our teaching staff completed 'Spiritual Pathways' (LEA formation programme) and are fully accredited.
- **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, in partnership with our church community, we conducted our devotions outside in quiet reflective spaces where 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 2018, the focus continued to be on the authentic integration of Christian Studies into the Programme of Inquiry, so that is incorporated into the trans-disciplinary approach we have adopted in our teaching and learning programme. Our Christian Studies Key Teacher supports teachers in their endeavours with this.
- **Friday Chapel Services** – In 2018 we maintained this whole school time spent worshipping together, hearing the saving word of God and praising him for his grace and love. We welcomed Pastor Kevin Wood as our new Pastor at the beginning of the year and are thankful for his leadership in our chapel times. Each class takes a turn to be involved in

leading and assisting in worship. It is good to see other staff leading chapel to compliment Ps Kevin.

- **Community Worship Services** – Each class within the school (inc the ELC) participated in the regular Sunday worship services of St Peters Lutheran Church once a year. 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 Programme**

The National School Chaplaincy Programme is funded by the Australian Government. St Peters has had a School Chaplain under this scheme since 2008. The chaplain works in the following area for about 10 hours/wk;

- **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 Mother's and Fathers' Day, Twilight Tea). These events are shared between the families of each class in the school.
- **Seasons for Growth** – The chaplain is a trained facilitator of this programme, 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.
- **Students, staff and parent support** – the chaplain is available to counsel and support any member of the school community.
- **Valuing Safe Communities (VSC) training** – The chaplain is trained to run the Lutheran Education Australia's VSC training to all staff and any parent volunteers.

### **Co-curricular Activities**

- **SAPSASA** – Each year we manage to have a high level of participation in SAPSASA, and for a small school, the results have been impressive with a number of students involved in State Athletics Days, Basketball, Netball, Swimming and Cross Country. In 2018 our school won the local interschool athletics competition for the second year running. A number of students excelled at the state athletics competition in second term.
- **Out of School Hours Sport** – In 2018 the school fielded a number of teams in a wide range of sports, including Basketball, Cricket, Football, Netball, Chess and Volleyball. This element of school life continues to ebb and flow 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.
- **Special Interest Groups** – Teachers outside of their normal teaching time run these sessions. We were able to offer robotics, mathematics, chess, running, mural-painting, bushwalking, mosaics, melody bell ringing and a skipping group. St Peters Choir have taken part in a number of public performances in the wider community including involvement in the southern zone Festival of Music where they performed with some distinction. The skipping group has also developed so that now some students with higher-level skills are members of a special performance skipping squad. Our robotics team competed to a high

level at the *First LEGO League* competition in September. We competed and won the Maths association class maths competition.

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 programme, and will continue and grow in 2019.

- **Expressive Arts Showcase** - an evening that highlights our wonderful music, art and drama programme.
- **Action Groups** – The Year 6 and 7 students managed Action Groups in 2018 as part of their leadership role, including Dance, All Sports and Events Group (eg dress up days for a cause).

### **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 Programme as the curriculum framework for St Peters Lutheran School was because Community and Service are integral components of the programme.

The following are some significant features that added value to the educational experience at St Peters in 2018:

- 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 (eg Speech Pathology).
- Our Early Learning Centre incorporating a kindergarten programme, 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.
- Seasons for Growth, a programme for students suffering grief or loss, run by a trained facilitator.
- Learning Assistance Programme (LAP) supported by volunteers.
- Information Communication Technologies – A Bring Your Own Device programme (ipads, tablets etc) in all classes from Year 3 to Year 7, iPads for the junior school classes and 30 x PCs for whole class use.
- 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 Programme with a particular focus on Year Seven students, including conducting weekly whole school meetings.
- Leadership programme for Year 7 students.
- 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.
- 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.
- Year 6/7 trip to Canberra every second year.
- A very high level of communication with parents including outstanding assessment and reporting procedures. Introduction of the Seesaw ePortfolio for full roll out in 2019
- 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*).
- Expressive Arts Showcase.
- Community events – including Mother's and Father's Day breakfasts, Twilight Tea, Parent Information night (eg Class-based, ICT), Quiz Night, Fundraiser BBQs at local venues.

## 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. All members of the teaching staff participated in professional development activities in 2018, including the following courses and workshops. All teaching staff are familiar with the new AITSL teaching standards and have professional learning plans to compliment the school's strategic initiatives as well as their own professional goals. PD for the IB PYP is central to much of our professional learning led by our PYP Coordinator.

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 (PLP) which is in line with AITSL Standards, School Strategic Plan and PYP Action Plan.

### **Professional Development Main foci for 2018**

Throughout the year teaching staff have focused on the following learning initiatives. Each one has been as a result of PYP evaluation Action Plan or the school's Strategic Plan:

1. **IB Primary Years Programme** – Various off campus PDs for individual staff, Focus on the new "*Enhanced PYP*".

## **2. Literacy Review**

A wide ranging look at all aspects of the school's literacy programme to identify our strengths, gaps and challenges. Overall we will seek to create innovative and engaging literacy learning that comes from a compelling evidence base. There has been a focus on a long term process which initially encourages data collection and analysis. This will be ongoing work into 2019/20.

## **3. Focus on differentiation**

All students learn at different rates and in different ways. Our work this year has been to assist teachers to identify and use various methods to enable students to learn in ways that best suit them so they can make 12 months progress every year.

## **4. Flexible Learning spaces**

We had two days of learning where we partnered with teachers from St Michael's Lutheran School, Hahndorf to explore and research the importance of adjusting the physical learning spaces in our school to assist students to fully engage in all learning opportunities. Sensory needs, mobile devices, collaboration and individual learning styles are some of the factors that influence the kind of furniture and class arrangements we can consider. Teachers were encouraged to try out flexible spaces in their own classrooms and collaborate with students and parents on the journey.

## **5. Data Collection**

NAPLAN is but one way to collect data for student performance. In 2018 we once again used tools such as PAT and PIPs to help with analysis alongside many other tools classroom teachers use to assess and track. This gives a much more complete picture of finding where strengths and challenges lie.

### **Staff Initiative projects**

In 2018 we asked all teaching staff to consider a project which would add value to the school's learning programme for the year/s ahead. These initiatives were to be planned as part of their Professional Learning and to align with the Strategic Plan, the AITSL standards and PYP action plan where possible. Staff planned and ran various programmes (either curricula or extra-curricula) with the aim of embedding as a part of our school's on going work. These included:

*Robotics (STEM)* – into all classrooms (inc Lego Learning Competitions).

*Seesaw* – to create ePortfolios for all students by 2019.

*ELC to School connections* – building relationships and creating bridges between school and ELC to improve transition and readiness for students starting school.

*Mathematics competitions* – opportunities for older students to engage in more challenging mathematics and compete in PMA competitions.

*Choir Eisteddfod* – Created a new senior choir to participate in the Music Festival (southern schools).

*Arts Showcase* – a concert-type event that allows for a variety of Arts to be shared and celebrated.

*Finger gym* - fine motor coordination for ELC students.

*Design and technology (STEM)* – create a space for students to create and design.  
*Flexible Learning Spaces* – investigate possible ways to rethink our learning spaces.

All teachers have satisfied the requirements of the Teachers Registration Board 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 = 13
- 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 2018					
	Full-Time Teaching Staff	Part-Time Teaching Staff	Full-time Non-Teaching Staff	Part-Time Non-Teaching Staff	Total
Female	4	6	0	10	20
Male	3	0	0	1	4
Total	7	6	0	11	24

In 2018 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 2018 was 94.1%.

2018 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	96%	93%	93%	96%	94%	95%	92%

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 2018 National Assessment Programme 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 4-day period and covered the following areas:

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

### NAPLAN RESULTS 2018 Comparative Mean Scores

Aspect	Year 3		Year 5		Year 7	
	St Peters 2018 Mean	Australian 2018 Mean	St Peters 2018 Mean	Australian 2018 Mean	St Peters 2018 Mean	Australian 2018 Mean
Reading	469.6	433.8	553.4	509.3	556.6	542.2
Writing	422.8	407.1	505.6	464.7	509	505.3
Spelling	465.2	417.6	535	502.4	539.9	545.4
Grammar & Punctuation	477.3	431.8	541.8	503.8	577.2	544.4
Numeracy	435.1	407.7	497.3	494	555.2	548.4

### 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	0	0	0	1	7	8	11	0	0	0
	5	0	0	0	0	0	1	5	7	4	0
	7	0	0	0	0	0	2	3	5	2	2

Writing	3	0	0	1	4	7	12	2	0	0	0
	5	0	0	0	0	0	9	6	1	2	0
	7	0	0	0	0	1	4	5	1	3	0
Spelling	3	0	0	1	1	4	12	9	0	0	0
	5	0	0	0	0	1	2	5	5	5	0
	7	0	0	0	0	0	1	5	5	3	0
Grammar and Punctuation	3	0	0	0	2	5	8	12	0	0	0
	5	0	0	0	0	1	3	2	7	5	0
	7	0	0	0	0	0	1	4	1	6	2
Numeracy	3	0	0	0	0	12	9	6	0	0	0
	5	0	0	0	0	2	5	5	4	2	0
	7	0	0	0	0	0	2	5	2	4	2
				Minimum acceptable band for Year 3		Minimum acceptable band for Year 5	Minimum acceptable band for Year 7				

### Exemptions and absences

Year 3 – 27 students All participating students were at or above the national minimum standard in every aspect. (there was 1 absence for the Writing test).

Year 5 – 18 students All participating students were at or above the national minimum standard in every aspect. (there was 1 absence for the Reading test).

Year 7 – 15 students All participating students (except 1 in Writing) were at or above the national minimal standard for every aspect. (1 student was absent for all but the numeracy tests).

## 6. School Improvement Plans

### Future of Year 7

During the year, the State Government announced that by the year 2022, all Year 7 students would be enrolled in secondary schools. School Council has decided that we will keep Year 7s at St Peters for the Years 2019 and 2020 and review our position next year regarding 2021. In order to assist our school to transition to this eventuality, we have planned to combine our Year 6 and 7s for 2019 to create one senior class where all Year 6s and 7s will have shared leadership responsibilities and enjoy the privileges that go with that (eg Seniors jackets). The process to get to this point involved collaboration and consultation with these students, their parents and school staff.

### Mid-year Reception intake

During the year we were made aware of some changes to State Government policy around enrolment and funding for Reception students. Part of these changes allowed us to look into the possibility of having a mid-year intake for children who

may be ready to start school in July rather than February. We conducted surveys and interviews with any ELC families for whom this might be possible and reached a decision in Term 4 that we could do this for 2019. The students will be involved in a transition programme in Term 2 with the aim of them beginning school in July. They will complete the year and then do a full year of Reception the following year (ie 6 terms of Reception). At the end of 2018 we were anticipating 6 students to be part of this initiative.

### **Strategic Planning**

2018 saw staff and council spend significant time planning the future focus for our school. The process began with data from a staff/student/parent survey (Quality Schools) which gave us significant data from which to work. We explored and researched from an evidence base where as a school we should be tracking in all aspects of our programme. The challenge is to anticipate the world our children will be entering over the years ahead and providing learning opportunities that best prepare them for that ever changing world.

We have reworked our Purpose, Values and Key Pillars (strategic foci). This process has been quite invigorating for staff and council especially, as we have been able to do much reading, have many discussions and articulate our vision going forward. We anticipate launching the plans early in 2019.

### **The 4 Key Pillars of the school's Strategic Plan:**

**G**od in all Things – our spiritual purpose

**R**elationships – our community purpose

**O**wnership – our teaching and learning purpose

**W**ell-being – our health and welfare purpose

## **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 2018 one significant survey was circulated to all parents, students and staff – 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 2020.

The results have been extremely helpful to see how we have improved and compare against other like 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. We use the data gathered to help inform the school's needs for the future planning of the school.

Another significant survey tool we use is the *Well-being Engagement and Collection* survey. We have used this for two years running and plan to keep using it in the years ahead.

We see very positive results for our students as we compare against 10 000 other students in the state.

### ***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
- Increased 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 main school's surveys:

### **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.

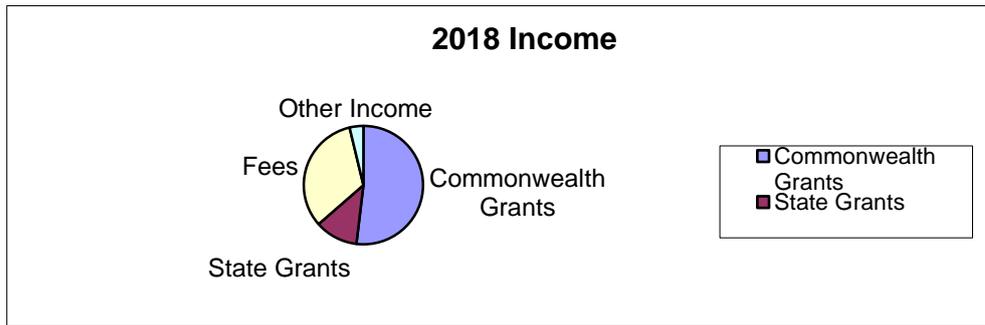
### **Student Satisfaction**

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**

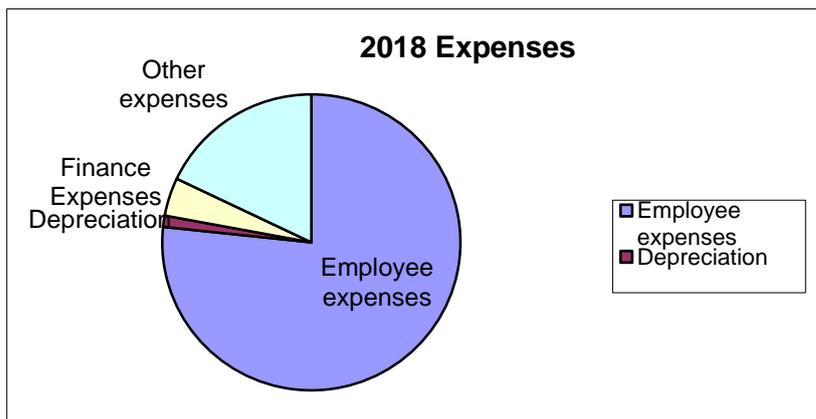
Members of the staff of St Peters have a clear understanding of their role and enjoy their working environment. There is a strong sense of alignment between their own goals and values and those of the school, and they feel they have opportunities to be involved in decisions that affect their work. St 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



### 2018 Income

Commonwealth Grants	\$1,323,889
State Grants	\$ 297,180
Fees	\$ 835,223
Other Income	<u>\$ 95,183</u>
	<u><b>\$2,551,475</b></u>



### 2018 Expenses

Employee expenses	\$1,737,894
Depreciation	\$ 27,852
Finance Expenses	\$ 94,657
Other expenses	<u>\$ 406,289</u>
	<u><b>\$2,266,692</b></u>

**Net Surplus**                      **\$ 284,783**