St Peters Lutheran School Blackwood

God in all things

School Performance Information 2012
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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 website 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 2012 school year.

1. St Peters Lutheran School

Vision 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.

The student population continues to grow steadily and in 2012 increased enrolments to 214 across R-7, with a further 51 students enrolled in the Early Learning Centre.

Our school continued in 2012 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 end of 2011 saw the retirement of the School’s Foundation Principal, Mrs Margaret Linke. Mrs Linke worked tirelessly 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. She has left a lasting legacy and the community is grateful for the contribution made by her.

The transition to new leadership has been smooth and positive.
**Student Welfare**

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.

The *Bounce Back* teaching program is used 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.

We have a buddy system to encourage all students to be conscious of each other’s needs. Students sit with their buddies in Chapel and spend one teaching session each week working with their buddies. All the students enjoy these relationships.

**Facilities Development**

The most recent 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. Work was completed in time for the official opening held on 2nd December 2010.

No new facilities are currently being planned for 2013.

**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 in August 2010 by an evaluation conducted by a team who spent three days in our school. The summary of the written report we received subsequent to the evaluation included the following:

*St Peters Lutheran School’s strengths are considerable in number. The general atmosphere of supportive, inquiry learning throughout the school is obvious and shared by all. The children and staff are clearly respectful of each other and committed to their part*
and place in the school. The school leadership has the respect for and of the staff, students and parents. Children with special needs are well provided for and a feature of the way in which the culture of diversity and care operates in the school. The school makes very good use of primary resources in provision of ‘other experiences’ for children. The school was a pleasure to be in and the staff members were very welcoming and professional. The children were very confident and shared their knowledge with the visiting team. It is clear they are in an environment where they feel valued and empowered. So many things are happening for the children in your care and the children in the school are fortunate to be in this environment. The shared leadership model is certainly reflected in all areas of the school. Congratulations to all staff.

The school was particularly pleased with this feedback, given that evaluations such as these are occurring in schools all over the world every week. Clearly we have a school of which all in the community can be justly proud.

**Early Learning Centre**

The Early Learning Centre at St Peters Lutheran School commenced in 2007. The ELC has continued to thrive in 2012, 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.

In 2012 we had approximately forty families with little people attending sessions. It continues to be a very worthwhile 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. 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 other students are supported in small groups by the Learning Support Coordinator on other specific literacy and/or numeracy skills.
**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 2012 the staff members continued their faith formation, using a range of theological development programmes, often led by Pastor Ben Pfeiffer (St Peters Parish Pastor). Staff spiritual retreat (for all staff) was held in January under theme – “Surprised by Joy”.

- **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. In Holy Week we conducted our devotions outside in a quiet reflective space where each day we focused on the different aspects of the Christ’s Passion. We celebrated Easter with a special celebratory service.

- **Christian Studies** – In 2012 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 supported teachers in their endeavours with this.

- **Friday Chapel Services** – In 2012 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 the Pastor Ben Pfeiffer for his ongoing commitment to leading these worship services, in such a child friendly yet still respectful manner.

- **Family Services** – In 2012 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. He works in the following areas...

- **Prayer Group** – The chaplain facilitated a small prayer group who meet together each Thursday to pray for school families and staff. School families are invited to let the group know if there is anything in particular for which they would like the group to pray.

- **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.

- **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.
• **Chess club** – Lunch time sessions are held for interested students. Additional coaching is arranged and the school entered a number of competitions during the year. A very capable chess team won a high number of medals and awards in 2012.

• **Parent Education Workshops** – The chaplain used an internationally recognised programme (*Parent Toolbox*) to provide workshops during the year for parents to support them in the challenging role of parenting.

Written feedback (via an annual survey) from parents indicated resoundingly that they regard the work that the chaplain is engaged in to be very worthwhile, and a benefit to the school and their children.

**Co-curricula 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.

• **Out of School Hours Sport** – In 2012 the school fielded a number of teams in a wide range of sports, including Basketball, Lacrosse, Cricket, Football, Netball, Indoor Soccer, 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 5, 6 and 7 were involved in three races, the last being a 24-hour event held at Murray Bridge. A new bike in 2012 certainly improved our overall performance and competitiveness.

• **Special Interest Groups** – This was a new innovation in 2009 and has continued to provide an opportunity for students to pursue special interests they might have. Teachers outside of their normal duties run the sessions. We were able to offer singing, computing, mathematics, chess, running and a skipping group. The singing group has grown into the St Peters Choir, which 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. The running team prepared for and completed the annual City-to-Bay Fun Run in September. We are very thankful to have members of staff at St Peters who were more than happy to provide these special extra-curricula activities for our students. This has proved to be a very well supported program, and will continue in 2013.

• **Action Groups** - The Year 7 students managed Action Groups in 2012 as part of their leadership role, including The Green Team, The Sports Group, The Arts Group and Resources Group. The Green Team raised awareness of environmental issues and organised energy saving strategies for the school to adopt. The Sports Group ran lunchtime tournaments and training sessions. The Arts Group organised performing arts activities for students at lunch times. The Resources Group managed the student use of computers and ran puzzle activities at lunchtimes.
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 2012:

• Early entry assessment to establish benchmark data for every Reception student.
• 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.
• The opportunity to learn a range of musical skills through an independent service provided at the school after school hours.
• 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 Out of School Hours Sport Program through Have-a-Go in the junior primary years to competition in a range of sports from Years 2-7. Competitive sports offered this year included basketball, cricket, football, netball, soccer.
• Participation in the series of Pedal Prix races throughout the year including the 24 hour event.
• Before and After School Care.
• A high level of parent involvement in classrooms and through extra-curricula 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.
• A class support group with a representative from each class designed to support new families coming into the school community.
• Orientation of new parents.
• Grandparents’ Day with opportunity for grandparents to visit classrooms, enjoy a special performance, and sumptuous morning tea.
• Outstanding facilities that provide light, spacious and comfortable learning areas for students.
• Supportive Parents and Friends Association
• Bi-annual fete (St Peters Fest)

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 have also begun working 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 2012, including the following courses and workshops...

• Lutheran Educators State Conference (AIMEE Stadium) – 1 day
• Christian Studies – Christian Studies Key Teacher Seminar, Equip, Worship in the Lutheran School,
• Mathematics – Patterning in Mathematics, Mathematics Learning and Teaching for Success (MLATS) – refresher, two staff completed full 10 day course
• Literacy – Australian Curriculum, First Steps Reading, ‘ALL WAYS Always’ differentiation workshop
• Science – Australian Curriculum
• PE – Key teacher days
• IB Primary Years Program – Essential Agreements, Assessment in the PYP, Making it Happen in the PYP, Administrators new to the PYP, PYP Exhibition, PYP and ICT, Concepts based Learning, Teaching and Learning, Role of the Coordinator, School visits.
• Learning Support – Gifted and Talented Education, Computer programs for students with specific learning difficulties (iPad support), Using Clicker 5 with students with disabilities;
• Partnerships with Parents – Tool Box Parenting;
• Behaviour Management – Behaviour Management–Consistent Expectations, Bullying Intervention, Restorative Practices;
• 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 Down Syndrome 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.
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 = 0
Number of teachers who have more than one Degree = 6
Number of teachers who have a Degree = 19
Number of teachers who have a Graduate Certificate = 4
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

In 2012 there were no Indigenous members of staff.

<table>
<thead>
<tr>
<th>Workforce Composition 2012</th>
<th>Full-Time Teaching Staff</th>
<th>Part-Time Teaching Staff</th>
<th>Full-Time Non-Teaching Staff</th>
<th>Part-Time Non-Teaching Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Male</td>
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<tr>
<td>Total</td>
<td>15</td>
<td>4</td>
<td>0</td>
<td>15</td>
<td>34</td>
</tr>
</tbody>
</table>

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 2012 was 95%.

<table>
<thead>
<tr>
<th>School Student Attendance by Year level not including Reception students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>96%</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
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</tbody>
</table>

In the event that a student is absent and the school has not been informed, the school Receptionist contacts the parent or care/giver to confirm the reason for the absence. This procedure is published in the annual Parent Handbook.

In 2012 electronic attendance recording was planned for introduction at the beginning of the 2013 school year.
5. Student Outcomes in Standardised National Literacy and Numeracy Testing

In May 2012 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 2012

Comparative Mean Scores

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Year 3 St Peters 2012 Mean</th>
<th>Year 3 Australian 2012 Mean</th>
<th>Year 5 St Peters 2012 Mean</th>
<th>Year 5 Australian 2012 Mean</th>
<th>Year 7 St Peters 2012 Mean</th>
<th>Year 7 Australian 2012 Mean</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>456.8</td>
<td>419.3</td>
<td>511.9</td>
<td>493.2</td>
<td>600.2</td>
<td>541.3</td>
</tr>
<tr>
<td>Writing</td>
<td>414.0</td>
<td>415.4</td>
<td>476.6</td>
<td>476.5</td>
<td>574.7</td>
<td>517.9</td>
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<tr>
<td>Spelling</td>
<td>420.1</td>
<td>413.9</td>
<td>515.8</td>
<td>494.3</td>
<td>560.9</td>
<td>543.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>438.2</td>
<td>423.6</td>
<td>535.1</td>
<td>490.5</td>
<td>573.2</td>
<td>545.9</td>
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<tr>
<td>Numeracy</td>
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<td>395.1</td>
<td>493.8</td>
<td>488.4</td>
<td>556.5</td>
<td>537.9</td>
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</table>

School Band Summary

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Year</th>
<th>Students Exempt</th>
<th>Students Band 1</th>
<th>Students Band 2</th>
<th>Students Band 3</th>
<th>Students Band 4</th>
<th>Students Band 5</th>
<th>Students Band 6</th>
<th>Students Band 7</th>
<th>Students Band 8</th>
<th>Students Band 9</th>
<th>Minimum acceptable band for Year 3</th>
<th>Minimum acceptable band for Year 5</th>
<th>Minimum acceptable band for Year 7</th>
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<td>Writing</td>
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<td>2 2 10</td>
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<td>2 2 10</td>
</tr>
<tr>
<td>Spelling</td>
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<td>0 10</td>
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</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
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<td>2 2</td>
<td>2 2 10</td>
<td>2 2 10</td>
<td>2 2 10</td>
</tr>
<tr>
<td>Numeracy</td>
<td>7</td>
<td>0 0 3</td>
<td>0 5</td>
<td>0 9</td>
<td>2 2</td>
<td>2 2</td>
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</tr>
</tbody>
</table>

Exemptions and absences

Year 3 students – 21 students.

21 out of 21 participating students were at or above the national minimum standard in every aspect.
Year 5 students – 15 students. 2 were exempt for every aspect.

Students who are exempt are deemed to be below the national minimum standard. Not including the students who were exempt, 1 student was below the minimum standard for Numeracy. No students were below the minimum standard for Punctuation and Grammar, Reading, Writing or Spelling.

Year 7 – 12 students.

100% of participating students were at or above the national minimum standard in every aspect.

6. 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.

The overall message in this feedback is positive, supportive and appreciative. Concerns that become evident are explored and strategies are put in place to address those where that is appropriate. Following are some of the key findings from the Better Schools Survey that was conducted in 2011 by an independent company, Insight SRC Pty Ltd., and will be conducted again in May 2013, results to be published in the school newsletter and the 2013 version of this report.

Parent Satisfaction

Parents find the school receptive and understanding of their views and concerns. They see the teachers as being enthusiastic and passionate about their work. They feel that parents are encouraged make a contribution to the school. 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.

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. The staff feels extremely positive about the teaching and learning and behaviour management programmes in the school, and believe that students can express their views and opinions and participate in school policy and decision-making.
St Peters’ staff also strongly believes that the school is focused on quality teaching and creates a learning environment that maximises outcomes for students.

Other more specific feedback about particular programmes revealed the following. Parents are particularly pleased with Student Led Conferences that are part of the school’s reporting to parents programme, and feel extremely positive about the way students can articulately describe their learning, and development. The National School Chaplain’s programme is highly valued by parents in the school, who have participated in parent workshops, prayer groups and supporting other families in the school.

7. School Income by Funding Source

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Grants</td>
<td>1025418</td>
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<tr>
<td>State Grants</td>
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<tr>
<td>Other Grants</td>
<td>108606</td>
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<tr>
<td>Fees (R-7)</td>
<td>795986</td>
</tr>
<tr>
<td>Fees (ELC)</td>
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<tr>
<td>Other Income</td>
<td>93073</td>
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