

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



Queen of Peace  
Altona Meadows

2019



REGISTERED SCHOOL NUMBER: 1831

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## Minimum Standards Attestation

I, Darren Gibbons, attest that Queen of Peace is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

27th May 2020

## **Our School Vision**

**Queen of Peace is a learning community  
that is Christ centered, valuing  
Our Catholic Faith, The Human Person, Justice  
and the pursuit of Excellence**

*We are children of God journeying together in our relationship with Jesus, alive in our world*

*We all have talents and capabilities that are nurtured in an environment that respects the dignity and worth of the whole person.*

*We welcome all people into a peaceful environment that empowers them to become proactive members of our global community.*

*We respect all people, in an environment that is just and free from discrimination and inequality.*

*We value opportunities for learning and reflection that challenge us to aspire to individual excellence.*

## School Overview

Queen of Peace Primary School is located in Altona Meadows; a suburb in the west of Melbourne and is one of five Catholic schools, within the Holy Trinity Catholic Parish . The parish church is on site and is a visible focal point to all children and families. It provides a shared space for worship and the school is well supported and encouraged by the parish and assistant priests.

The schools in the parish work collaboratively to ensure the best possible models for Catholic education are provided for students. The principals of the five schools and the parish priest comprise the Laverton Catholic Education Community (LCEC), which meets regularly and has been operating for approximately fifteen years. This group has developed and implemented many shared initiatives including a consistent enrolment process for those who desire that their children attend one of the parish schools.

Queen of Peace Primary School opened in 1982 and in 2017 celebrated 35 years of Catholic education to the Altona Meadows community. In 2019 there were 54 teachers and support staff that cater for the needs of the children across 21 class groupings. The school has a high English as an Additional Language (EAL) component. The total number of children enrolled in 2019 was 498.

The school site covers approximately 2.65 hectares. The school is well resourced with eight portable classrooms and a permanent building which houses staff and administration facilities, library, computer room and a range of learning spaces. A separate building is used for music and visual arts and a large hall incorporates the canteen, office space and a multipurpose space with stage.

The first stage of our building project was completed in July and involved the Construction of a new administration wing and front entry of the school, next to the school Hall. This development provides a “Front of House” welcoming administration area with adequate space provision for all offices, meeting spaces, first aid, wellbeing area and a staff room.

The repurposing of the old administration area to create a new resource space and the Refurbishment of the existing 3 /4 learning spaces were also completed in term 4 . The project also includes external works, services, soft and hard landscaping and the provision of external outdoor learning and play spaces. The Refurbishment of the existing Prep learning spaces and outdoor learning spaces are due to be completed in early in 2020.

The school aims to provide curricula, co-curricular and extra-curricular initiatives that enable a wide range of learning experiences to improve spiritual, academic, physical, and social and emotional outcomes. The school runs developmentally appropriate P – Year 6 on and off site including camp days. Classes have Italian, Physical Education, Art

and Music on a rotational basis. Access to and use of a range of digital technologies ensure staff can plan collaboratively and effectively. Students also have access to up to date technologies from Prep to Year 6 to assist with their learning program. Levels of communication have been improved giving students, staff and parents greater and more immediate access to learning.

The focus of all of the Teaching Staff and Learning Support Officers is to provide personalised learning for all of our children. The role of the staff is to challenge the children to clearly define their own learning goals and support them through their learning to achieve these goals.

Technology plays a big part in the Learning and Teaching as well as staff communication and collaboration. Queen of Peace embraced the Google Apps For Education (GAFE), applications (now called G-Suite) and began using it for staff planning, collaboration amongst staff and children and in the classrooms.

The school aims to provide a wide range of curricula, co-curricular and extra-curricular initiatives that provide all students with an opportunity to reach a level of personal excellence, academically, physically, spiritually, socially and emotionally.

**Census:** The February Census records the following demographics for Queen of Peace:

Total School Population: 498								
Country of Birth	No.	% of Population	Country of Birth	No.	% of Population	Country of Birth	No.	% of Population
Australia	472	94	India	3	0.6	Italy	1	0.2
Philippines	7	1.4	Ireland	1	0.2	Viet Nam	1	0.2
Mauritius	4	0.8	Singapore	1	0.2	Venezuela	1	0.2
New Zealand	4	0.8	Sudan	1	0.2	Spain	1	0.2
Egypt	1	0.2						

**Language Profile:** The Language Profile of the school is complex. Many of the students and their families do not speak English in the home.

Total School Population: 498								
Language Spoken at Home	Number	%	Language Spoken at Home	Number	%	Language Spoken at Home	Number	%
English	358	71.88	Arabic (inc. Lebanese)	3	0.6	Gujarati	1	0.2
Vietnamese	25	5.02	Maltese	3	0.6	Macedonian	1	0.2
Tagalog (Filipino)	17	3.41	Cebuano (Philippines)	3	0.6	Maori (Cook Island)	1	0.2
Spanish	13	2.61	Malayalam	3	0.6	Shona	1	0.2
Greek	12	2.40	Cantonese (Chinese)	2	0.4	Hokkien (Chinese)	1	0.2
Amharic	10	2	Khmer (Cambodian)	2	0.4	Hungarian	1	0.2
Croatian	8	1.60	Serbian	2	0.4	Indonesian	1	0.2
Italian	7	1.4	Sinhalese	2	0.4	Russian	1	0.2
Hindi	5	1	Swahili	2	0.4	Tetum (East Timor)	1	0.2
French	4	0.8	Telugu	2	0.4	Thai	1	0.2
Dinka	4	0.8	Bulgarian	1	0.2			

Queen of Peace is a Catholic school, but over the years the school has enrolled Orthodox and non-Catholic students. The breakdown of Religious backgrounds is as follows:

**Religious Denominations:**

Total School Population: 498					
Religion	No.	%	Religion	No.	%
Catholic (Latin/Roman Rite)	367	73.69	Churches of Christ	3	0.6
Catholic (Maronite rite)	5	1	Buddhist	3	0.6
Greek Orthodox	25	5.02	Coptic Orthodox	3	0.6
Other Orthodox	19	3.81	Russian Orthodox	2	0.4
Other Christian	11	2.20	Uniting	2	0.4
Anglican	9	1.80	Other non-Christian	1	0.2
Hindu	6	1.20	No Religious Denomination	23	4.61



## Principal's Report

Dear Parents and Friends of the Queen of Peace community.

This report outlines goals and achievements in the five sphere areas of Education in Faith, Learning and Teaching, Wellbeing, Leadership and Management, and School Community. We are proud of the achievements at Queen of Peace and wish to ensure that the community is informed of these great accomplishments.

It is always important to recognise the vital role of the children's contribution to Queen of Peace. Their enthusiasm, friendliness and positivity, as well as their willingness to share their life experiences, have certainly enhanced our school. Allied with the children, has been the appreciative support of our parents. Together we have the common belief that our children are the essence of our school.

We believe in teaching children knowledge, skills and understanding about their spiritual life as well as their academic, physical, emotional and social learning. We continue to build on our Religious Education program for our families so that we reach all our families from Prep to Year 6. Faith is a lifetime process and we want to support parents in faith life education throughout the time that their child/children attend our school.

Our Teaching and Learning leader continued to lead us in the development of a contemporary approach to teaching and learning. In 2019, we began a major building project to transform existing learning spaces into flexible learning spaces that will support a variety of learning scenarios, both whole group, small group., project based and presentation. .

The quality of our school is evidenced by the positive achievements of our students in all areas of their learning, the dedication, commitment and excellence of our teachers, and the wonderful participation in and support of the parents for our school. I am proud of the professional expertise in the five sphere areas of Education in Faith, Learning and Teaching, Wellbeing, Leadership and Management, and School Community. We are proud of the achievements at Queen of Peace and wish to ensure that the community is informed of these great accomplishments.

Finally, we thank Father John Healy. His support and friendship has allowed our school community to continue to be an integral part of our parish. Our sacraments this year were very much a combined effort between School and Parish. Together this year we have achieved much.

For myself, it has been a year where my life has been rewarded by simply being here. .

Darren Gibbons

Principal

## School Education Board Report

Serving on the Parish Education Board is a response to the call to support the local Catholic Parish and its school communities in a particular way. It is also a means members of the community share their skills and talents for the common good.

Our board provides a forum for discussion and discernment, where the parent voice and perspective are available to influence the decisions made by the principal and parish priest for the good of our schools and parish where the wellbeing and outcomes for students is paramount.

We believe a well-functioning Board provides a rich source of wisdom and insight as well as a means of strengthening community links and potential for partnership. In particular:

- Strengthen community partnerships
- Build a sense of belonging and ownership
- Broaden the support base for the Parish faith community
- Promote ongoing education through learning in faith and life across the LCEC community

Our 2019 members are: Leon Colla, Patricia Ducuara (St Mary of the Cross), Dan Ryan, Ray Garrata (St Martin de Porres ), John Healy, Darren Gibbons, Donna Abu Elias (Queen Of Peace) Stephen Harrison, Reny Prawira (Stella Maris), Trish Armstrong, David McNerney (lumen Christi)

This terms meeting focussed on:

- **Communication - Schools - Parish - Schools**
  - Parish Catholic Identity
  - Agreement to develop a parish Facebook page where information can be posted about school and parish activities.
- **Catholic School Parents Victoria**
  - Visit the link below to view your newsletter:
  - <https://vcspb.schoolzineplus.com/streamnews?nid=6>
- **Enrolment Forms and Legal Status**
  - the new Enrolment Forms which have been accepted by the CECV are recommended for schools to use. The Board members discussed the requirements form VRQA and endorsed the use of the new forms.
- **Ongoing Management of VRQA expectations during School Review**
  - Update of recent VRQA updates
- **2019 New School Improvement Surveys - CEMISIS**

Key categories:

  - Family Engagement
  - Barriers to Engagement
  - School Climate
  - Student Safety
  - Catholic Identity
  - School Fit
  - Communication

Our feedback at the end of the meeting included:

- Very practical meeting improving our communication and plans for parish actions.
- Positive ideas that felt productive

The LCEC Board invites members of our community to make contact with the Board via Our Parish Priest, your school Principal or your school representative.

Regards Stephen Harrison 2019 Chairman

## Education in Faith

### Goals

To further strengthen Queen of Peace as a prayerful, active and authentic Catholic community which encourages individuals to come closer to God and to live out Gospel values in today's world.

### Intended Outcomes

That the Catholic culture strengthens and the school community enacts our vision as disciples of Jesus.

### Achievements

Queen of Peace has continued to provide many opportunities for members of its community to engage in liturgical celebrations and personal experiences throughout the school year. Whole school celebrations include, Queenship of Mary Feast Day, Grandparents Day, Feast of the Sacred Heart, The Feast of the Assumption of Mary, masses to celebrate Mother's and Father's Day and beginning and end of year masses, all play a vital role in the faith development of the community.

To enact our vision as disciples of Jesus and model our Catholic faith, the school has strong ties to the parish community. Year levels plan, organise and run weekly parish liturgies. Year 6 children host a parish Healing Mass every year. The school has a Minnie Vinnie Group that fundraisers for the parish St Vincent de Paul Society, attended their annual mass and celebration and visits the elderly in the parish's nursing homes.

Students have many opportunities to explore various ways of praying, including Christian Meditation, Classroom Prayer, Whole School Morning Prayer, Storytelling, Song, Prayer Nights, Prayer Services, Live Rosary in the month of October and Traditional Prayers. The school's liturgy leaders lead the school prayer at assemblies and carry up the school candle and cross. Prayers conclude with a prayer based on our school motto, "Mary, Queen of Peace, Mary, Guiding the Way, Pray for us."

A highlight of the year is the school's Passion play during Lent which attracts a large number of families and parishioners and has the whole school journeying from the school to the 100 steps, a local park overlooking the bay, where the Stations of the Cross are acted out by the year 6 students. There are also major prayer celebrations for Easter and Advent. Queen of Peace's annual Christmas carols night was held at the end of the year, with the focus being on the nativity story.

The celebration of the Sacraments is a tradition that is strongly supported by the staff, students and the wider school community. As part of the Sacramental Program teachers along with the Religious Education Leader, organise and run Sacramental Family Nights. The family nights have evolved over time and in fitting with the Enhancing Catholic Identity Project, the family nights are no longer workshop based. The nights are about engaging in dialogue and making connections with their own life. A provocation is used to open the dialogue between parents and child and lead by our parish priest and religious leader. These evenings are very well attended by parents and students. The high attendance is an indication of the importance of these milestones of their children in our faith community.

Year levels that are not celebrating sacraments organise Prayer Nights for their families. This brings the year level community together with a focus on prayer and reflection. It is also a way of reaching out to those families who do not attend church and spreading the good news. All families are encouraged to attend prayer nights regardless of their religious background.

The school is committed to engaging in the Enhancing Catholic School Identity Project (ECSIP) Following from the visit to Leuven in 2018, the Holy Trinity Parish religious leaders participated in a project to create an accessible place for the school community to visit for prayer and reflection that did not involve a physical church. The idea of a pop up church was conceived. As a result of the success of this project, the religious leaders presented this project to members of the Catholic Education Melbourne, Catholic Education Western Office, The Holy Spirit Board members and Professor Didier Pollefeyt and Jan Bouwens. Queen of Peace will continue undertaking the Enhancing Catholic School Identity Survey to help us understand the Catholic culture of our school, plan for where we would like to be in the future and guide us to how we can get there?

#### VALUE ADDED

- Combined reflection day with LCEC schools for Confirmation
- Sacramental Family Workshops
- Pop up church in Peace garden during lent
- Weekly Class masses
- Vegetable donation to Matthew Talbot soup kitchen
- Collection of food and Christmas Hampers for St Vincent de Paul
- Year 6 Graduation Mass and dinner involving parents
- Minnie Vinnies investigated ways to raise funds for a Social Justice causes in the community.
- Education Week St Patrick's Mass involvement
- School Prayer introduced and prayed at school assemblies
- School motto Prayer prayed during morning prayers and school gatherings
- Christmas Concert – children sang a religious and traditional carol.
- Queenship of Mary whole day celebrations
- Choir formed for Confirmation and Eucharist Masses.
- Children participated in a Live Rosary for the month of October

- Students attended Sunday parish mass for commissioning as school leaders.
- Holy Trinity Parish celebration mass under new name. School community involved in the mass
- CEMIS data indicated a positive response to our Catholic identity. It indicated that we provide opportunity for prayer throughout the school, place an emphasis on respect of Catholicism and emphasise respect for religious beliefs. .



## Learning & Teaching

### Goals

*To strengthen and sustain a learning culture that challenges, engages and empowers all to be confident and successful learners in and beyond the classroom.*

### Intended Outcomes

- 1. That student engagement and motivation in learning improves.*
- 2. That student's outcomes reflect high levels of learning growth across the curriculum, particularly in English and Mathematics.*

### Achievements

At Queen of Peace Primary School (QoP), the curriculum is 'illuminated by the Catholic faith with the formation of, and reverence for the learner at its centre.' (Catholic Education Melbourne, 2020) Learning experiences are designed to support learners in developing their knowledge, skills and understandings in all learning areas as set out in the Religious Education Framework and the Victorian Curriculum. At QoP, the staff work together to design learning that makes clear connections between the curriculum, the world of the learner and the Catholic tradition.

In 2019, the teachers continued to be involved in weekly Professional Learning Community meetings and Facilitated Planning meetings led by a member of the Leadership Team or Learning and Teaching Leader. These meetings are focussed on linking the learning needs of the students with the professional learning and practice of the teachers. These meetings provide a sharp focus on the selection of strategies aimed at improving student learning outcomes. Facilitated planning meetings are focused on student data; teachers in year level teams have an opportunity to analyse the data and develop strategies to engage and grow the learners. This analysis enables teachers to teach from the point of need for each student. This work was also supported by Western Network Data Literacy Professional Learning Days attended by members of the Leadership team.

In 2018 members of the Leadership team attended the 'Teaching Sprints' introductory session with Dr. Simon Breakspear. 'Teaching Sprints is a manageable and meaningful



approach to evidence-informed professional learning for teachers' (Teaching Sprints, 2020). This set the scene for the formal introduction of Teaching Sprints at QoP in 2019. An initial focus in Term One was directed towards uplevelling High Impact Teaching Strategies. In Terms Two and Three the focus shifted to writing. The staff worked with students using the Learning Sprints strategy to intensively bridge gaps in their understanding of teaching of paragraphing and vocabulary. A Teaching Sprint goes over a four week period when the teachers provide focused, targeted instruction to the identified group of students based on need. Through the Learning Sprints, every teacher had the opportunity to design learning based on well researched practices and evaluate the impact of their teaching. Throughout 2019, school leaders continued to participate in Professional Learning opportunities to develop their expertise and facilitate enhanced learning with their teams. These opportunities included attending the Teaching Sprints Summit in Sydney, Leading Learning Sprints and Introduction to Learning Sprints. In 2019 Learning sprints became an integral part of classroom practice.

In 2019 the teachers also participated in a Lesson Study, linked with the vocabulary Sprint, to examine their practice in order to improve their impact on student learning. Lesson Study is a protocol where a team of three teachers works together in a systematic cycle of planning, teaching, observing, refining and reviewing a specific lesson.

In 2019, the Years Prep to Three students participated in the PASA program. This program began in 2017 and continues to support a focus on developing number sense, patterning and visualisation that provides a foundation for future mathematics learning. The program aims to develop teacher knowledge of the Number Framework and through the use of assessment, enable teachers to implement an evidence informed learning and teaching cycle to target student needs. Teachers also participated in Professional Learning focussed on the proficiencies. This work will inform Sprints in 2020 that will be Mathematical focussed.

In 2019, the teachers again administered the pre and post BAS (Fountas & Pinnell Benchmark Assessment System) assessment to determine students' comprehension level. This data was analysed and used to differentiate learning and teaching. The literacy leader continued to work on building staff capacity in using data to inform learning and teaching. In 2019, 'Big Write and VCOP' was trialled in Year Four. This is an approach that focuses on four main aspects of the writing process (VCOP – Vocabulary, Connectives, Openers and Punctuation) and provides the students with the skills to improve their own writing through self-assessment. As a result of the success of



this trial and increased engagement in writing for the Year Four cohort 'Big Write and VCOP' will be explored by all year levels in 2020.

The capabilities of Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding are explicitly taught at QoP. 2019 saw a focus on the explicit assessment of these capabilities. The Year Six team and Learning and Teaching Leader participated in professional learning 'Facilitated Design Capabilities' presented by the CEM. This learning supported the staff in building their capacity to design explicit tasks to assess growth in the Capabilities.

In 2019, we continued to strengthen the 'Faith Life Inquiry' approach which began in 2015. This approach brings together the learning we do of our religion and faith with the learning we do of the world; it includes a whole school scripture focus which ensures the sacred text is central to learning. In 2019, teachers continued to engage with professional learning opportunities to deepen their understanding of scripture thus enabling the teaching of scripture to be approached with a greater depth of understanding, and consideration of the Three Worlds of The Text...the world behind the text, the world within the text and the world in front of the text. In 2019, the Faith Life Inquiry topics were; Responsibility and Service, Belonging, Change, and Innovation.

The implementation of the 1:1 iPad program has continued to develop our students as successful and confident learners. In 2019, the 1:1 iPad program was extended to students in Year Three. Our learning spaces contain a variety of technology to support student learning experiences designed to enable students to explore issues, questions and problems in ways that are meaningful and related to the world. STEM (Science, Technology, Engineering, and Mathematics) is an integral part of our Faith Life Inquiry units. Our students enjoy the opportunity to problem-solve, collaborate, investigate and present their learning. In 2019, 105 families attended the QoP STEM Family Night and together enjoyed an evening of hands-on science, math, and engineering activities.

In 2019, teachers were again involved in the National Consistent Collection of Data (NCCD). An NCCD team was convened and this team worked with teachers to both collect the data for all students in the school with a disability, and also ensure evidence of the adjustments being made for each of these students was recorded. The NCCD data draws on teachers' professional judgement and practices throughout the year to determine the level of adjustments students receive to access and participate in education on the same basis as other students. The data from the NCCD is used to inform funding by the Federal Government. Clear processes and protocols are being established to ensure the consistent collection of appropriate data is an embedded part of teachers' work. Ongoing attention in 2020 will be given to further improve our

processes and record keeping for NCCD on students with cognitive, social/emotional, sensory or physical disability. 58 students are listed on the Nationally Consistent Collection of Data (NCCD) as requiring adjustments to meet their learning needs.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	98.4	-1.6
YR 03 Numeracy	97.1	98.3	1.2	96.7	-1.6
YR 03 Reading	98.5	100.0	1.5	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	96.7	-3.3
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.3	98.6	1.3	97.2	-1.4
YR 05 Numeracy	98.6	98.6	0.0	100.0	1.4
YR 05 Reading	98.6	95.8	-2.8	100.0	4.2
YR 05 Spelling	98.6	97.2	-1.4	95.8	-1.4
YR 05 Writing	98.6	95.8	-2.8	100.0	4.2



**STUDENT LEARNING OUTCOMES**

When examining the NAPLAN data for the past three years there have been some mixed results in our achievements.

**Year 3**

**Reading and Writing**

The data for Reading and Writing continues to be strong with all children achieving the national average.

**Grammar and Punctuation, Numeracy and Spelling**

After an improvement in Numeracy 2018 there has been a slight decrease in the number of children achieving the national average in 2019. The data for Spelling and Punctuation and Grammar show a decrease from both years 2017 and 2018 where all children achieved the national average.

## **Year 5**

### **Numeracy, Reading and Writing**

The data shows a positive result in each of these areas. There has been significant improvement in both Reading and Writing with both learning areas showing an increase following a decline from 2017 to 2018. The numeracy data shows an increase with all children achieving the national average.

### **Grammar and Punctuation and Spelling**

After an improvement in Grammar and Punctuation in 2018 there has been a slight decrease in the number of children achieving the national average in 2019. The data for Spelling shows a decrease from both years 2017 and 2018.

# Student Wellbeing

## Goals

To ensure social and emotional competencies and capacities of all, to enable and continue to foster respectful relationships and behaviours

## Intended Outcomes

That student wellbeing capabilities deepen and they develop as responsible people with positive growth mindsets.

## Achievements

At Queen of Peace the introduction of whole class Wellbeing sessions into the curriculum supported students and staff in developing sessions that focus on anxiety and social thinking. This program focused on teaching an 8 week personal and social capabilities program from Yr 1- 6, with a 2 week session for Foundation. The program enables children to recognise and regulate emotions, establish and build positive relationships, strengthen positive growth mindset thinking, work effectively in teams and discuss ways of managing situations constructively. Student understandings from these lessons are displayed in classrooms and around the school for families to view and acknowledge.

Another key achievement was introducing directed play opportunities for children at recess or lunch. Opportunities such as Lego, Drawing, Gardening Club and Board Games encourage children who struggle with negotiating friendships, dealing with conflict or managing the overwhelming number of students out in the yard, to have a supported environment to help nurture desired social skills.

At Queen of Peace Restorative Practices continued and staff further developed protocols for implementing a whole school approach. Staff participated in a full day

professional development day '123 Magic & Emotion Coaching in School' with Brad Williams and modified this approach to suit various levels.

Although the placement of a school psychologist could not be secured in 2019, Queen of Peace staff continue to support students that have been referred to private psychologists by obtaining parent/carer permission to converse with psychologists and develop strategies in assisting students at school.

At Queen of Peace we aim to provide opportunities for student voice to be heard. Activities during lunch time or before school were organised and supervised by senior students such as House captains and Junior School Council members. These activities aim to engage all students and foster community involvement.

### **Value Added**

**The following strategies have had an impact on student wellbeing:**

- Involvement of 'Fit-Kick Confidence Program' for Yr 6 focusing on mental health & wellbeing
- Development of mindfulness activities and strategies in the classroom
- Implementation of daily, whole school meditation after lunch
- Introduction of recess and lunch time directed play support groups eg origami, library, drawing and coding club
- Continuation of Restorative Practices strategies with the staff.
- Whole school staff participation of '123 Magic & Emotion Coaching' PD
- Annual discussion of school rules with staff and students
- Implementation of class circle time
- Involvement of JSC members attending Hobson's Bay Council Meetings
- Organised events by senior school leaders
- Buddy program throughout school Prep - 6
- School participation in the "Keep Safe Day" to highlight child personal safety

- Fortnightly school assemblies organised by Year levels showcasing what is happening in the classroom, around the school and in our community.
- Child Safety initiatives such as eSmart and cyber-safety
- Implementation of classroom programs that incorporate social and emotional capabilities
- Introduction of a Queen of Peace Facebook page that offers parent workshops, readings and wellbeing advice.
- Incorporating a Wellbeing page in the monthly school newsletter

## STUDENT SATISFACTION

As part of the whole school community CEM SIS Survey, Year 4, 5 and 6 students also completed the survey. These groups indicated a high level of student satisfaction, nearing the CEM averages. Results indicated satisfaction in regards to school belonging, wellbeing, engagement and relationships.



## STUDENT ATTENDANCE

### **PROCEDURES FOR MONITORING STUDENT ATTENDANCE**

As a matter of efficient management of student records and in the interest of student wellbeing, Queen of Peace maintains accurate attendance data by:

- Monitoring daily attendance in the morning and afternoon
- Identifying absences from school or class
- Following up unexplained absences
- Notifying parent/guardian regarding unsatisfactory attendance
- Recording unsatisfactory attendance information on student files
- Informing necessary person's when concerns are raised

#### Student Absences Information for families:

As per the new School Attendance Guidelines it is now a requirement that the parent/carer of a child marked absent without notification receive a text message from the school during the morning of the absence.

#### Student Absence

- Daily Roll Status Viewed
- All phone and email absences updated on roles.
- Contact families of unexplained absence

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.7
Y02	91.4
Y03	92.1
Y04	92.1
Y05	92.3
Y06	92.4
Overall average attendance	92.2

## Child Safe Standards

### Goals and Intended Outcomes

At Queen of Peace we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school (Congregation for Catholic Education 1997, n. 9).

Queen of Peace demonstrates a strong commitment to the care, safety and well-being of all students at our school. It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

### Achievements

Queen of Peace holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the gospel.

Over the past 2 years Queen of Peace has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student well-being programs such as the Restorative Practices Policy , "Cool Kids"(Anxiety),"Seasons" (Grief and Loss) , "CASEA" program to support children with social and emotional difficulties,



“Oz Child” a psychologist group that work within schools and “Socially Thinking” a program to further support children to be resilient and develop positive mindset.

Queen of Peace has continued to broaden its comprehensive suite of Child Safety policies & procedural documents to incorporate aspects relating to the following:

- *Working With Children Check Requirements* – To reflect changes to the WWCC that came into effect in August 2017;
- *Organisational Duty of Care* – Defining the school’s statutory ‘duty of care’ to take all ‘reasonable precautions’ to protect students and young people under their care;
- *Reportable Conduct Scheme* – Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers;



- *School Attendance Guidelines* – Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern.

All Queen of Peace staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind. Staff members have participated in a variety of training initiatives including:

- On-line Mandatory Reporting Modules (Annually);
- Protect – Responding to Suspected Student Sexual Offending;
- The School's Child Safety Policy & Code of Conduct (Annually);
- Reportable Conduct Scheme Requirements;
- Organisational Duty of Care;
- Risk Management – Excursions & Camps;
- School Attendance Requirements.

Queen of Peace has continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

Queen of Peace continues to implement Human Administrative & Human Resource practices to ensure its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in Child Safety practices.

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

Queen of Peace maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work'.

# Leadership & Management

## Goals & Intended Outcomes

- 1. To further develop and sustain a strong professional learning culture through shared and strategic leadership and management.***
- 2. That improved communication and enhanced staff empowerment will create an environment which supports staff learning and professional growth.***

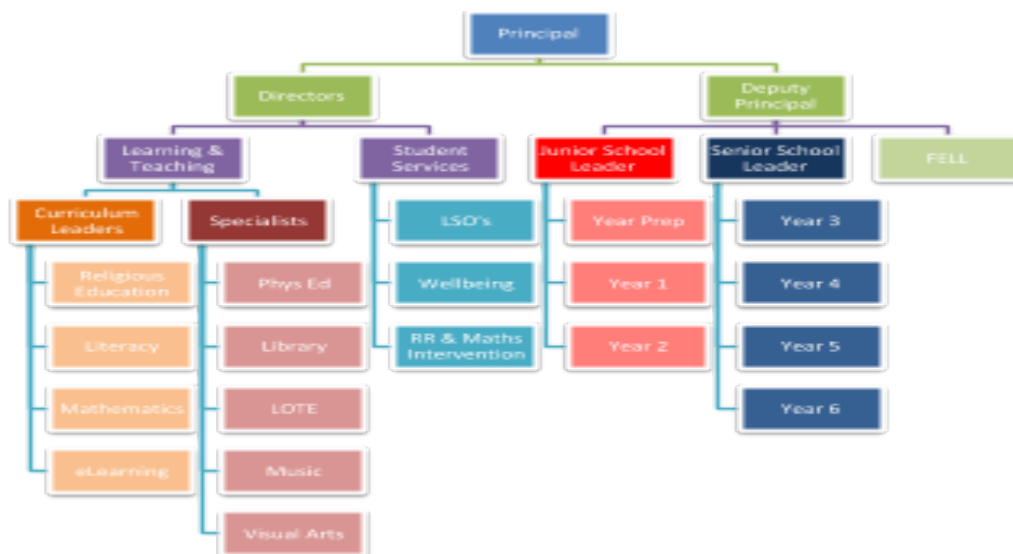
## Achievements

Queen of Peace is a large school with 64 staff including teachers, learning support officers and non-teaching staff.

Professional practice has been enhanced via peer mentoring and coaching, team and curriculum planning meetings, learning walks and continually improving contemporary teaching practices within purposeful learning spaces. These are supported by opportunities to plan in level teams (half day per week) and participation in Professional Learning Communities (PLC) twice a week. Staff members are exposed to relevant professional reading, discussions and professional learning, visits to schools demonstrating exemplary practice and feedback from professionals invited to observe our contemporary practices.

The school values and practises a model of shared and distributed leadership. Teaching and non-teaching staff are encouraged to take initiative in all areas of school leadership and improvement. To support this, collaborative processes have been established incorporating the use of staff opinion and other forms of data gathering; collegiality, shared responsibility, mutual feedback, focused professional learning and team planning. All staff members are encouraged to incorporate continuing professional dialogue at level team planning to ensure shared understandings.

The figure below is an attempt to show how the structure works. This structure allows the Leadership Team to gain better representation from all staff into the decisions that are made. These changes also improved communication between the designated Leaders of the school and the main staff group.



TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.1%

TEACHING STAFF RETENTION RATE	
Teaching Staff Attendance Rate	93.4%

### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	9.1%
Graduate	13.6%
Graduate Certificate	4.5%
Bachelor Degree	75.0%
Advanced Diploma	34.1%
No Qualifications Listed	11.4%

### STAFF COMPOSITION

Principal Class (Headcount)	3
Teaching Staff (Headcount)	48
Teaching Staff (FTE)	37.3

Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	14.4
Indigenous Teaching Staff (Headcount)	0

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2019

- Attendance at the RE, Deputy Principal, Library, Special Education, Literacy and Maths Networks by relevant staff
- PASA Maths network - P- 3 teachers
- Attendance at CEOM Learning & Teaching Network
- Autism training for selected staff
- Reading Recovery Ongoing PD
- SPRINT Ongoing PD
- Victorian Curriculum – Whole staff
- Restorative Practices – Whole Staff
- Peer Observation – Whole Staff
- Google Apps For Education –Whole staff
- THRASS – Whole staff
- CPR/1st Aid/Anaphylaxis/Asthma– Whole staff
- Administration Officer PD

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

61

### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$540

## TEACHER SATISFACTION

As part of the whole school community CEMISIS Survey, 80% of staff completed the survey. The Staff indicated a high level of satisfaction, particularly in the areas of school climate, staff-leadership relationships, collaboration and collective efficacy.

# School Community

## Goals & Intended Outcomes

1. To strengthen the collaborative partnerships between home, school and the wider community to support learning and wellbeing
2. That learning is transformed into action beyond the classroom.

## Achievements

At Queen of Peace, we have continued to maintain the position of Family Engagement in Learning Leader (FELL) who was responsible for leading this work amongst our staff including running staff meetings, liaising with parents and building relationships with the community.

As part of this work, a number of workshops/information sessions were held in order to give parents the skills required to help their children at home. Workshops included Beginning Readers, THRASS, Body Safe information session and Family prayer nights. The introduction of the school's fruit program meant that fruit was readily made available to all students across the school, it was great to see so many students eating fruit.

Some other initiatives run to promote partnerships with community included the Parents and Friends student disco, students visiting the local nursing home to sing for residents, Minnie Vinnies group, Commonwealth Banking Program run by parents, Junior School Council who work with the Local Council, STEM family night, Prep Family BBQ, Parent run craft sessions and the end of year school concert.

To enhance the children's ownership of their learning and the sharing of this with the parents, we continued to improve on our 3 Way Learning Conferences where parents, students and teachers came together to celebrate successes and set future goals.

All classes across the school implemented and used a communication App called Seesaw. This app allows parents to communicate directly with the child's teacher and the app was also used as the students digital portfolio. The digital portfolios are added to weekly and showcase students learning and also well as activities they have been working on during class. All teachers regularly post students' work, with the ability for students, parents and teachers to view and comment on the work shared. Students also upload personal reflections as well as text, videos and photos. Parents responded really well to the use of this app and we will continue to use this tool throughout the whole school.

Our school facebook page continues to receive a great response from families and the school community. The facebook page has been a great way to share information and articles as well as celebrate initiatives and daily life at Queen of Peace .

Our transition program continued with Preschool Story Time, which was held by our Library Teacher on a weekly basis. Toddlers from the community are welcome to come into our Library for stories, activities and borrowing and it was great to see the children's confidence improve over the year and see some of these students enrolling to attend. The Prep Transition Program included 3 orientation sessions in which students completed a tour of the school, met their teachers and grade 6 buddies and also were provided with an information pack with activities and games that could be played at home. We also held the Prep BBQ in which all of the new Prep parents were invited to meet each other, have the opportunity to meet some of the staff and see our school facilities.

Once again, we celebrated Grandparents Day in July. We had grandparents coming from all around the state to join in activities in the classrooms and enjoy a shared morning tea which was set up by parents and served by our Year 6 students. It was great to see how much the grandparents enjoyed spending time and learning with their grandchildren during school. It was a terrific community effort enjoyed by all. As a whole school we also celebrated Everyone Belongs Day. Students wore traditions colours and costumes, we read I'm Australian Too and participated in activities centered around the theme of belonging.

The Parents and Friends were very busy this year and organised a number of wonderful fundraising and social events during the year. Events run in 2019 included a movie night on the school oval and an evening colour fun run , hot cross buns for students after the 100 steps walk as well as mother and father's day stalls. The family assistance program continued in which parents volunteer and provide a family in need with a meal.

At the end of the year we held our annual School Concert on the school oval where all of the school was able to celebrate together. Families were able to sit together and enjoyed a magnificent family oriented night with food trucks and children performing.

## PARENT SATISFACTION

As part of the whole school community CEMISIS Survey, 56 families completed the survey. The families indicated a high level of satisfaction, particularly in the areas of school climate, communication and the school's ability to reduce barriers for engagement.

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)