



# Queen of Peace Primary School

## Altona Meadows

### 2021

### Annual Report to the School Community



Registered School Number: 1831

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## Minimum Standards Attestation

I, Darren Gibbons, attest that Queen of Peace Primary School 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 2021 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 Schools.

05/04/2022

**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)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School Vision

### 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 Holy Trinity Catholic Education Community, 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 2021 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 2021 was 478.

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 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 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.

## Principal's Report

Dear Parents and Friends of the Queen of Peace community.

In the light of the COVID crisis, much has been said of the uniqueness and challenges of 2021. The challenges have been enormous and there has never been a more difficult or disruptive school year in my time in education.

During the last two our school community has been a beacon of hope for all. I have been so proud of our school this year. The community came together and demonstrated the care and compassion that we espouse in our school vision. Having this so visibly enacted in our school community is a point of pride for me. We should be very proud of the Queen of Peace community, our resilience, our care and compassion, and our dedication to what is important.

We are particularly proud of our students. Despite the challenges of off site learning and restrictions, our students, with the strong direction and support of their families, have found a way to lead, to learn and to celebrate. 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.

Our staff have been magnificent. In the face of pressure and challenge, the dedication and creativity of our staff has been obvious to all. 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 2020, we completed a major building project that transformed our existing learning spaces into flexible learning spaces that 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.

I thank all who have provided support and positivity to Queen of Peace during this extraordinary year.

Darren Gibbons

Principal

## Education in Faith

### Goals & Intended Outcomes

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.

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

### Achievements

School Data Snapshot for 2021 shows staff at QoP have further developed their understanding of recontextualization and the teaching of religious education in a contemporary world.

Faith Life Inquiry at Queen of Peace continued to provide opportunities for students to make authentic connections between their place in the world and religious education, both at school and during remote learning.

Participation in Prayer Collective by the Religious Leader and class teacher representative involving 4 primary schools from Holy Trinity Parish and facilitated by the Western Zone religious consultants

Teachers participated in Professional Learning Communities (PLC's) where they unpacked whole school scriptures linked to units by deepening their understanding of the scripture by reading a commentary.

Design FLI units that link the RE curriculum and whole school FLI unit

Teachers continued to provide meaningful and engaging religious lessons throughout remote learning.

### VALUE ADDED

- Beginning of school year mass and commissioning of school leaders
- Ash Wednesday - Mass-Years 4-6. Prayer Service Year Prep to Year 3
- Annual Easter Pilgrimage to the local "100 Steps" was cancelled due to COVID restrictions. However, school still conducted Holy Week enactment and Stations of the Cross around the school oval and parent were able to attend.
- Whole school Prayer services live-streamed in classrooms throughout restrictions and lockdowns. Prayer Services included celebrating our school feast day and end of year celebrations.
- Children participated in Visio Divina as another way to encounter prayer.
- Year 6 Graduation Night. Prayer Service live-streamed for parents. Children attended onsite.



## Learning & Teaching

### Goals & Intended Outcomes

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

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

### Achievements

At Queen of Peace we have developed an intentional, coherent and viable curriculum that is continually evolving with current curriculum challenges. 2021 proved to be another challenging year where we again delivered our teaching and learning program remotely for part of the year. The curriculum endured through the challenges of home learning as the staff delivered learning via Google Classroom, Seesaw, filmed lessons and live lessons with the whole class, small groups and individuals. The staff, students and parent community rose to the challenge of home learning and are to be commended on their continual pursuit of excellence throughout this very challenging year.

Queen of Peace has clear, agreed school pedagogical practices across all year levels which are informed by the Religious Education Framework and the Victorian Curriculum. These practices include Faith Life Inquiry, Guided Reading, VCOP (Vocabulary, Connectives, Openers and Punctuation), PASA (Pattern and Structure Mathematics Awareness Program) Number Talks, Multiplicative Thinking and differentiated learning. Teachers stay informed with current classroom practices through professional development, weekly PLC meetings (Professional Learning Community), facilitated planning and school based professional learning.

The Literacy Levelled Intervention (LLI) was introduced in Semester Two and continued during remote learning. This has proved to be an effective practice. The students performed positively and reached their target in reading.

In 2021, the teachers engaged in the Teaching Sprint process as a tool to undertake collaborative teacher learning and improve practice, focused on improving student outcomes. The team learning gained through the Learning Sprint in Mathematics developed teachers' pedagogical content knowledge in teaching Reasoning. Strategies such as Number Talks contributed to a learning environment where students take risks in their thinking and questioning.

Facilitated Planning and Professional Learning Team meetings continued weekly in 2021, utilising Google meets during the lockdowns, to provide opportunity for collegial discussion and sharing

of common goals and practices. Collaboration between educators was focused on improving student learning and achievement. A highly structured approach to Facilitated Planning supported teachers to use and interpret data to analyse and plan for student learning. The meeting content included analysing assessment data, Teaching Sprints, National Consistent Collection of data (NCCD), English as an Additional Language, STEM and Culture of High Expectations.

Exploring a Culture of High Expectations was a priority in 2021. Over three PLC meetings across the year teachers worked together to gain a deeper understanding of high expectation teaching. The teachers investigated how a combination of high expectation beliefs and high impact teaching practices have the biggest effect on student learning. Together the teachers explored Growth Mindset, productive struggle, perceptions, grouping, goal setting and questioning. From this work the teachers identified a goal and focus to action in their learning space.

Teachers use a variety of summative and formative assessments to ensure student learning growth and to differentiate the teaching. A focus on assessment and data analysis continued to be the driver behind planning for learning and teaching at Queen of Peace. Teachers follow a whole school assessment schedule which outlines assessments which are carried out throughout the year and for each level in both Literacy and Mathematics. Ongoing and consistent monitoring of student learning using data provides information about each student and their next point of learning.

Throughout 2021, the school continued to offer a balanced and viable curriculum, with Physical Education, Italian, Visual Art, Music and Library being offered at Queen of Peace. Some programs were suspended during remote learning to enable resources to be deployed in areas of need. This included additional literacy support with some of our children across all year levels.

We continued to invest in new ways to engage our learners through the use of technology. The eLearning leader played a critical role in providing professional learning and support to ensure that we incorporated digital technologies across all areas of the curriculum.

## STUDENT LEARNING OUTCOMES

### Literacy:

In February 2021, the teachers administered the BAS (Fountas & Pinnell Benchmark Assessment System) test to determine students' comprehension level. This data was analysed and used to differentiate learning and teaching. The post test was administered to all students in November to measure growth. Most students who were given the post test showed growth, up to 1 - 3 levels, between February and November and achieved the expected level, while some achieved above the standard.

In Years Prep to Two, Running Records continued to inform learning and teaching throughout 2021. A Running Record is an assessment tool which gives information on a student's reading

as it is happening. It provides information on; word reading accuracy, errors and self corrections and analysis of the reading strategies used.

Year Prep- The data for reading shows positive growth with higher percentages of children at benchmark, above and well above at the end of 2021.

Year One- At the end of 2021, the data for reading showed most of the children are above the expected level.

Year Two- The data for reading shows consistency throughout the year. All but a few of the Year 2 children are performing above the expected level.

NAPLAN data has shown that over 75% of year 3 and 5 students have achieved the minimum standard in Spelling, Reading, Writing, Grammar and Punctuation.

Numeracy:

Pattern and Structure Assessment (PASA) investigates how children think about mathematical ideas and underlying tasks. PASA consists of three one-on-one assessments each consisting of approximately 15 tasks, covering a wide variety of ideas that underlie; number and algebra, measurement and geometry, statistics and probability.

The Learning and Assessment Framework for Multiplicative Thinking (LAF) was developed on the basis of research conducted through the Scaffolding Numeracy in the Middle Years (SNMY) project. It consists of The LAF attempts to bring together all of the key ideas, strategies and representations of multiplication and division needed to work flexibly and confidently with whole numbers, fractions, decimals and percent across a wide range of contexts. The LAF is organised in terms of 8 zones from initial explorations with concrete materials through to the confident use of a wide variety of multiplicative structures and symbolic forms

In 2021, the PASA assessment was administered in February to Years Prep to Two and the data was used to inform learning and teaching.

Years 4-6 administered the Multiplicative Thinking Assessment as part of the Scaffolding

Numeracy in the Middle Years Program. This Data was used to plan and implement the SNMY activities both at school and during Remote Learning.

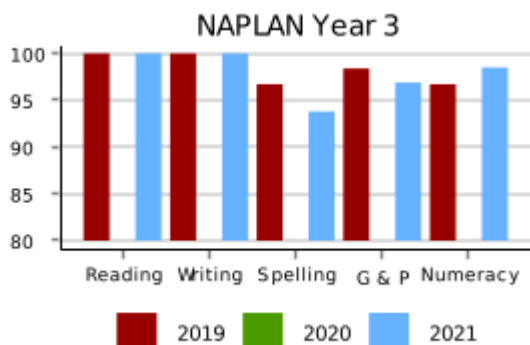
Post Testing was not conducted in these two programs due to Covid disruptions and the impact this may have had on growth from Pre-post.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	98.4	-	-	96.9	-
YR 03 Numeracy	96.7	-	-	98.5	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	96.7	-	-	93.8	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	97.2	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	98.2	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	95.8	-	-	94.7	-
YR 05 Writing	100.0	-	-	100.0	-

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

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 develop as responsible people with a positive growth mindset.

### Achievements

In 2021, despite two terms of Remote Learning due to COVID 19, Queen of Peace continued to support students and families both socially and emotionally.

On average, 42 students attended onsite supervision per day. These children were supported academically by staff.

All class teachers including specialist teachers and Learning Support Officers engaged with students on Google Meets remotely, either in small groups or individually. In many cases several times throughout the day. The Wellbeing and Diversity Leaders also scheduled remote check-ins with our vulnerable families and students.

Daily Wellbeing tasks were scheduled as part of the timetable. Foundation to year 3 via the Seesaw App and years 4-6 through Google Classroom.

These tasks focused on the social and emotional learning competencies and well-received by students and families.

Our Catholic Care school counsellor continued to support her clients, making regular contact with students and their families and then liaising with class teachers for extra support if required.

Pre and post Remote Learning in 2021, the Directed Play timetable supported all students during recess and lunch times. Opportunities such as Lego, Drawing, Gardening Club, STEM and Board Games encourage children who struggle with negotiating friendships, dealing with conflict or managing the overwhelming number of students out in the yard, in a supported environment.

Although only one intake could be completed in 2021, the Seasons for Growth program run by the wellbeing Leader, was offered and 15 students participated in this program.

#### VALUE ADDED

The following programs and activities supported our families and students -

- Student organised activities & fund-raisers (JSC, School Captains & House Captains)

- Development of mindfulness activities and strategies in the classroom
- Directed Play Timetable
- Implementation of class circle time

- Seasons for Growth program
- Catholic Care school counsellor
- Buddy program throughout school Prep - 6
- School participation in special days such as Harmony Day, ANZAC Day, Reconciliation Week
- 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
- Queen of Peace Facebook page that offers parent workshops, readings and wellbeing advice.
- Inclusion of Wellbeing page in the monthly school newsletter

## STUDENT SATISFACTION

Student, Year 5 & 6, survey conducted by MACS in 2021 indicate that :

- 96% of students feel that their teachers hold them to high expectations
- 91% of students believe that they are a valuable member of our community
- 93% of students have a positive mindset about themselves as learners
- 88% of students are positive about the social and learning climate of Queen of Peace

## STUDENT ATTENDANCE

Teachers record student attendances on NForma each morning, after lunch and at the end of the day. If a student has not arrived by 9am they are marked as absent. An automated text is then sent to families asking for them to contact the school with a reason for the student's absences.

Parents/guardians record absences via a goggle form (Student Absence Form) in a link on the school website. There is also a QR code families can use. Class teachers will receive an alert email as will the office staff.

Families can also inform a class teacher or the office staff in advance via a phone call, letter, email or verbally.

Any unexplained absences are followed up with a text or phone call on the same day. This may be carried out by the office staff or in cases where the student has multiple unexplained absences, the Wellbeing Leader Marisa Te will make contact with the family.

During Remote Learning in 2021, onsite teachers recorded the attendance sheet.

Class teachers who had concerns about students not attending 2021 Online Learning classes were reported to the Wellbeing or Diversity Leaders who made contact with families.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.7%
Y02	94.5%
Y03	96.1%
Y04	96.0%
Y05	95.7%
Y06	96.4%
Overall average attendance	95.7%

## Child Safe Standards

### Goals & 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 3 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

During 2021 we were able to :

- Continue to strengthen awareness and practices around workplace wellbeing, especially when staff were working from home and needed more support
- Utilise SPRINT and HITS ( High Impact Teaching Strategy ) protocols to continue building teacher's capacity in English and Mathematics
- Provide opportunities during facilitated planning and staff meetings for teachers to share and model effective pedagogy using SPRINTS with colleagues
- Continue to support beginning teachers through VIT mentor, Beginning Teachers' Network, Induction program
- Develop a consistent whole school approach to the use of data and evidence to track student learning and growth, analyse and inform the next level of learning

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
Description of Professional Learning undertaken in 2021	
<p>Due to COVID-19 and two terms of remote learning, the professional learning program in 2021 was significantly reduced. The professional learning activities that we were able to participate in included:</p> <ul style="list-style-type: none"> <li>• Attendance at the RE, Principal, Deputy Principal, Library, Special Education, Literacy, IT and Maths Networks by relevant staff</li> <li>• PASA Maths network - P- 3 teachers</li> <li>• Attendance at CEOM Learning &amp; Teaching Network</li> <li>• Autism training for selected staff</li> <li>• SPRINT Ongoing PD</li> <li>• Project Thrive (Well being) whole staff 2 day conference</li> <li>• Writing PD (Big Write &amp; VCOP)- Whole Staff</li> </ul>	
Number of teachers who participated in PL in 2021	61
Average expenditure per teacher for PL	\$988

**TEACHER SATISFACTION**

Teacher surveys conducted by MACS in 2021 indicate that :

- 92% of staff indicated that Queen of Peace has a positive school climate
- 93% of staff indicated that there is strong collaboration in teams to support learning
- 98% of staff indicated that the school is striving to improve
- 81% of staff indicate that there are strong relationships between staff and leadership

2021 was a very challenging year for teachers who needed to quickly transition to two extended periods of remote learning with very little preparation. Many teachers reported feeling overwhelmed by the workload and the blurring of lines between professional and personal life while working from home and online.

However, they also reported being well-supported by their colleagues and the school leaders and received thanks and appreciation from families and students.

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**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	90.4%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	93.4%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	15.8%
Graduate	10.5%
Graduate Certificate	5.3%
Bachelor Degree	76.3%
Advanced Diploma	31.6%
No Qualifications Listed	15.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	45.0
Teaching Staff (FTE)	33.3
Non-Teaching Staff (Headcount)	23.0
Non-Teaching Staff (FTE)	28.9
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

To strengthen the collaborative partnerships between home, school and the wider community to support learning and wellbeing

That learning is transformed into action beyond the classroom.

### Achievements

In 2021 we were able to:

- Begin the year with a Prep Welcome Picnic
- Continue to build open and active partnerships between classroom teachers, learning assistants, school leaders, the Learning Diversity team and Allied Health Professionals, to strengthen understandings about diverse learning needs and how these can be identified and met.
- Continue to meet the School Advisory Board via an online platform
- Use the SeeSaw app & Operoo to communicate with families.
- Use the SeeSaw app as a platform for remote learning
- Conduct enrolment information sessions and Prep transition meetings.
- Conduct a Year 6 Graduation evening for students and awards via an online platform

### PARENT SATISFACTION

Parent surveys conducted by MACS in 2021 indicate that :

- 85% of parents surveyed indicated that Queen of Peace have a positive perception of the school climate
  - 79% indicated that there are no barriers to student engagement at Queen of Peace.
  - 80% indicated that Queen of Peace provide a safe environment
  - 71% indicated that communication at Queen of Peace strong between families and school
- Parents were asked to provide feedback after both periods of remote learning in 2021,
- Great communication, well-thought processes and procedures
  - The teachers and staff did an amazing job supporting us parents
  - I would just like to congratulate all the teachers on a fabulous effort to get remote learning underway. It was a very stressful time for everyone but the children eased into it smoothly. Thank you for such a great experience
  - Well done to Queen of Peace - really demonstrated stepping up in a crisis and working together in a compassionate and considerate way

## Future Directions

Our review was scheduled in 2020 and has been postponed until 2022, therefore our new school improvement goals have yet to be decided.

As we settle back into a 'COVID-normal' year at school, we are focusing on wellbeing for students and staff as well as identifying where the students are at in their learning and what we need to work on to help them recover from the exceptional circumstances of 2021.