**School Name**  
St Peter's Catholic Primary School

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955 Rochedale Road Rochedale

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**Contact Person**  
Mrs Carolyn Watson

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**Principal’s Foreword**

**Introduction**

St Peter’s School is a co-educational Catholic Primary School established in 1976 by the Presentation Sisters. It is now well established with modern facilities and set on 5 spacious hectares in the heart of Brisbane’s rapidly growing south-east. Administered by Brisbane Catholic Education, St Peter’s School has access to a network of professional development, support staff and shared resources.

St Peter’s provides an authentic experience of Catholic Christian community by promoting Gospel values within our school and the wider community. With St Peter as our patron and model, we also nurture the values and charm of Nano Nagle, founder of the Presentation Sisters, and Mary MacKillop, first Australian Saint and patron of the Archdiocese of Brisbane. These disciples of Jesus provide us with a model of living our life with compassion and hospitality and a sense of social justice.

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**School Profile**

St Peter’s is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

- Coeducational [✓] or Single Sex [ ]
- Year levels offered: Primary [✓] Secondary [ ] P-12 [ ]
- Total student enrolments for this school 434

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>434</td>
<td>212</td>
<td>222</td>
</tr>
</tbody>
</table>
Characteristics of the student body

Students are drawn from Rochedale and surrounding suburbs including Mackenzie, Springwood, Underwood, Runcorn, Kuraby, Slacks Creek and Eight Mile Plains. Our students are from predominantly middle class multi-faceted family structures and cultures. Before enrolling at St Peter's, students attend various child care centres and kindergartens in the local area. Our students have a wholistic approach to learning and pursue special interests within and outside school in the sporting and cultural areas of soccer, netball, visual arts and piano.

The St Peter's student body is made up of diverse groups of learners, with a large number of students identified with specific learning needs. Students are supported with the assistance of school officers in class, as well as in individual and small learning groups.

After completing their education at St Peter's our students continue their education at local co-ed Catholic high schools, private or independent high schools and local state high schools.

Our distinctive curriculum offerings

~ Cross curricular perspectives of Social Justice, highlighted annually during April to coincide with founder of Presentation Sisters, Nano Nagle’s, Feast Day.

~ Whole school creative arts program encompassing Visual Arts, Drama and Music.

~ Perceptual Motor Program for prep students.

~ Inter-school elective sports program for students in Years 4,5,6 and 7

~ Annual Reader's Cup Competition

~ Annual Poetry Competition

~ Environment sustainability focus

~ Outdoor camps for Yrs 5,6 and 7

~ Leadership program involving Care Groups

~ School-wide Buddy Program
Extra curricula activities

~ Piano lessons

~ Choir, guitar, percussion and woodwind lessons

~ Karate lessons available on site after school

~ Local and district sporting competitions including Cross Country, Athletics, Swimming and Netball

~ QIEU Art Competition involvement

~ World Day of Maths participation

How Information and Communication Technologies are used to assist learning

St Peter’s has developed a comprehensive School Information Communication and Learning Technology Plan, part of which is to increase access to the network and the use of ICLT for staff, students and guests. Last year saw the roll out of interactive data projectors in every classroom, the library and learning support rooms. Accompanying this roll-out were five lap-top computers purchased for each class. During 2013, all classroom ICLT resources were further enhanced with a class iPad for student use.

Information and Communication Technologies are used in a variety of ways to enhance learning and teaching. Students and teachers access a range of technologies to support interactive learning and allow students to locate, select, organise, present and assess information. Learning opportunities are designed to encourage students to be collaborative and explorative learners who solve problems on-line and collaborate with local and external audiences.

Staff are engaged in on-going professional development annually to increase their skills with and knowledge of technologies and are committed to ensuring that students are given skills to engage effectively in digital environments.

Social climate inclusive of pastoral care and our response to bullying

St Peter's is a welcoming and friendly school where positive relationships between all members of the school is valued. We have a Buddy System throughout the school where older students are paired with a younger students for pastoral care activities. Year 7 Students are trained in Peer Mediation and work with younger students to help resolve conflicts experienced in the playground.

St Peter’s Behaviour Support Policy is based on nurturing a supportive school environment that values the rights and individuality of each student whilst ensuring dignity, respect and safety for all. St Peter’s has made a long term commitment to implement the School Wide Positive Behaviour Program beginning in 2013. There is no place for bullying at St Peter’s. Our response to bullying issues includes - formal interviews with the students, parents/ caregivers, formation of an Individual Management Plan for the student, counseling for specific needs, involvement of outside agencies, including personnel from Brisbane Catholic Education Office, mediation, and a review of the school’s suitability to meet the ongoing needs of a repeat offender.
Parent, student and teacher satisfaction with the school

Reviews are conducted annually with a focus on key areas of Mission and Religious Education, Learning and Teaching, Professional Practice and Collaborative Relationships and Strategic Resourcing. Strategic planning and goal setting is well aligned to processes of reflection and review and based around evidence and data. Year 7 students participate in an exit survey at the end of the year. Other strategies used to gauge satisfaction with St Peter’s are the monthly School Board and P&F meetings.

Overall there is a high level of satisfaction from all members of St Peter’s community. Recent evidence of this is our External School Review and Validation process held at the conclusion of 2009. Data from internal reviews conducted each year since then continue to substantiate this. Collaboration through parent representative groups, the School Board and P&F Committee, also confirms parent and student satisfaction. During 2012 a community wide process was undertaken to review the Vision and Mission of St Peter’s.

Parent involvement in their child’s education

We welcome the active participation of parents in the education of their children. Involvement is encouraged through:-
~ participating in the religious life of the school including supporting liturgies, prayer assemblies, masses, and classroom prayer circles
~ assisting teaching staff with reading, technology, craft, sport, visual arts and other areas of the curriculum as coordinated by individual teachers
~ assisting in the library
~ assisting at excursions and incursions
~ attending working bees
~ assisting in the tuckshop
~ supporting Celebration of Learning activities
~ supporting P&F social and fund raising events

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>22.6</td>
<td>9.6</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>13</td>
</tr>
<tr>
<td>Post Graduate Diploma/Cert</td>
<td>22</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>56</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>6</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $61,009.11
The major professional development initiatives were as follows:

- Implementation of the Australian Curriculum in the areas of Maths, English, Science and History
- Review of procedures and processes for the documentation of planning, assessing and reporting
- Workshops to embed ICLT into classroom practice and curriculum planning
- Implementation team training for the management and use of the Learning Management System ‘LIFE’ database
- Student Behaviour Support with a focus on Essential Skills for the Classroom, Non Violent Crisis Intervention and a review of current policy
- Data gathering on current pedagogical practices for the drafting of a Vision for Teaching and Learning

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:
‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 97.36% in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 98% of staff were retained by the school for the 2012 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>94.4%</th>
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</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>94.3%</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>94.4%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>95.8%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>95.7%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>89.9%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>93.8%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>95.5%</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Students and families are reminded regularly of the importance of attending school. A particular focus regarding attendance is punctuality. Class rolls are taken twice daily, students who arrive late must sign in at the office. Rolls are monitored for extended absences or students arriving late to school/leaving early on a regular basis. Contact is made with parents where attendance issues have been identified. Parents must complete an Exemption from Compulsory School application for absence of more than 10 school days. These applications are sent to DEEWR for approval.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years. Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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