

# 2020 Annual Report

Primary



# 2020 Annual Report

## 2020 Primary Annual Report

### About this Report

**St Peter's Primary School, Coleambally** is registered by the NSW Education Standards Authority. Catholic Education Diocese, Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

**St Peter's Primary School** Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that **St Peter's Primary School, Coleambally** has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to **St Peter's Primary School** newsletters and other forms of communication. Further information about **St Peter's Primary School** may be obtained by contacting the school directly or by visiting the school's [website](#).

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## Section 1: Message from Key Groups in Our School Community

### Message from the Principal

What a year it has been! Bushfires, floods and a global pandemic. Despite all this, 2020 has been another successful year for St Peter's Primary School. The children participated in a quality educational programme, with many academic pursuits undertaken throughout the year. Children have done well across all areas of education with some very pleasing results in the academic, spiritual and sporting arenas.

St Peter's Primary School is a Contemporary Learning School characterised by a variety of open learning spaces, flexible furniture, ICT, abundant resources and fundamental teaching practices and learning pedagogy. Within the classroom, we aim to cater for each child's individual learning needs. Intensive extension and small group sessions were held to support and enrich the learning that occurred in the classroom. Extra support was provided for students who found the curriculum challenging. Mini Lit, QuickSmart, EMU groups and Centre for Effective reading are some of the interventions the students had the opportunity to participate in.

St Peter's continues to live its motto 'The Way, Truth, Life'. Teaching staff are committed to the Catholic faith and to the religious formation of each child. In addition, a wide range of teaching and learning opportunities were provided for all students' academic, social and physical development. St Peter's is a safe and caring environment and staff are dedicated to ensuring the best outcomes for all students.

The faith life of students and their families was nurtured and encouraged through Religious Education programs, prayer opportunities, liturgies and the sacraments, leading to a greater understanding of the mission of Jesus and the Catholic traditions. St Peter's commits itself to being:

- A school community of faith where the good news of God's everlasting love is proclaimed and Catholic religion and faith traditions are taught and celebrated.
- A school community of Christian witness, where gospel values form the basis for living and learning.
- A caring and inclusive learning school community where diversity is respected and students are supported to maximise their talents and achieve their potential.
- A school community of service, playing an active part in shaping a better world by modelling and promoting the use of each student's gifts for the benefit of society.

The school continued to live-out and celebrate uniqueness as a Catholic school within the Diocese of Wagga Wagga

We are fortunate to have truly wonderful staff at St Peter's. They are to be applauded for the way in which they worked tirelessly together in what was a very challenging and unprecedented year. The dedication, passion and support each and every staff member showed to the school community and students was amazing. When the school rapidly pivoted to remote learning, staff responded to the changing educational landscape. New tools were rolled out, testing was conducted, training for staff was run night after night in order to ensure a smooth transition for students and parents. Teachers were creative in

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adapting curriculum, solution-focussed and persevering in applying new technology skills to their remote delivery in order to enhance learning from home. They were brave in engaging with change and gave their time selflessly to ensure they were as ready as possible to give their best to support the students they were teaching.

Thank you to the students and parents who support the school each and every day as we aim to provide quality education for all.

Brooke Daniher  
Principal

## Message from the Parent Body

The year commenced as would any other. We anticipated time spent with friends having fun and learning at school. The swimming carnival was a great display of sporting skill and sportsmanship, there were passionate supporters for both houses. Soon after, we discovered this year was to be like no other.

There were many challenges borne out of this pandemic. They presented in many forms for people of all walks of life. Throughout this time, there were some astounding acts of selflessness, kindness, compassion and unity. These are all characteristics of leaders we admire. If ever there was a year to take on a leadership role, this is sure to be written in the history books as one of the most stressful, frustrating and exhausting. This is the position that Brooke, the Principal, faced. I would like to thank her for her innovation, enthusiasm, creativity and dedication to the education of the children. A first time Principal facing a first-time pandemic, first time remote learning and assisting staff and teachers support first time home learning! She worked to create calm, consistency and helped set realistic goals. We would also like to congratulate Brooke on being appointed as Principal for 2021 and beyond.

Brooke was not alone in her efforts. Rina, Craig, Liz, Jess, Tracey and Melissa expediently prepared and distributed learning materials to ensure that all students were catered for and no student was left behind. As this was an ever-evolving situation, they were learning to use tools that they had not used before while developing resources on the go. They put in endless hours of work to ensure that they were continually improving the learning outcomes of all students by creating and preparing tasks, online and offline and then following up with uploading, distributing, marking and offering feedback. Staff provided a regular comforting and familiar face on Zoom meetings, joining the lives of families in their homes. They understood that children were doing it tough, trying to cope and learn in circumstances that were hard for all involved.

Parents and students all played an important role at St Peter's throughout the year. Their willingness to step into the unknown and 'give it a go' is reflective of the Aussie spirit. In homes, the wonders of technology, at times, quickly turned into something much less wonderful. It is this spirit mentioned above that brings me to quote Albert Einstein 'The human spirit must prevail over technology.' I think many of us have and are wiser for it.

I would like to acknowledge some long-term families that are leaving as their youngest children finish Year 6. The Graham family have been a part of the school community for 13 years while the McKersie family has been involved with the school for 17 years. These parents

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have worked tirelessly with School Council and fundraisers, especially the Bridge Day, canteen, sporting carnivals and sporting teams just to name a few things. They never said no when asked to help and more often than not, they were the first ones offering. We are extremely grateful for their long term commitment to the school.

I would also like to thank the members of the School Council for their leadership and flexibility. Craig Perkins, Jane Strachan, Tara Pound, Ann Pretty and Bernie Star all contributed in numerous ways.

We must thank our regular casual teachers, wonderful cleaner Pam, and Bob who continues to keep the grounds well maintained.

Thanks to those families who joined working groups and who did a power of work on different projects, only to have them postponed. There were limited opportunities for parent engagement or fundraising this year and the school looks forward to your continued support in 2021. Brooke led the push for the playground and was successful in securing a grant. It's completion will come with much joy and relief.

We must also acknowledge the contribution of Coleambally Irrigation for the swimming lessons program. Thanks also to the generous community groups who have sponsored awards tonight.

We really are lucky to be part of the community that is St Peter's Primary School. The students and their families are beautiful, loving people and the staff, caring. They do over and above what is required because they genuinely care about the children. Thank you.

This year has been a time for learning inside and beyond the school fence. It has been a time of challenge but a time in which we have seen many rise to the occasion and the greatness of humanity has been on display. I encourage everyone to continue to embrace this over the festive season and into next year. For those who have been apart from those important to you, let this be a time for coming together. I would like to wish you all the best.

Ben Witham  
President St Peter's School Council

### **Message from the Student Body**

Good evening staff, students and parents. Welcome to our 2020 presentation night (with restrictions). My name is Joel and I have been here since Year 3 2017. I remember my first day and meeting all the boys in my class, I wasn't too keen on a new school and new mates and a new teacher but it went all well and I have made some great friends at St Peter's.

My name is Ruben Mckersie and I have been at school since kindy. I remember Mum wanted to take me to school with her in the car but I said I wanted to go on the bus with my siblings,( i don't think she cried, I certainly didn't).

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Some of our memories and highlights over the past seven years include:

- Receiving our Captains Badges (mum had to put on glasses to try and put the badge on and my mum kept poking me with the sharp part but we got there in the end.
- Attending Altina Zoo with the whole school and attempting to pat the horses in the cart behind us. There were a lot of laughs that day.
- Going to Borambola with  $\frac{3}{4}$  students for our excursion. There are still some ongoing debates about who won the mud run challenge. Of course, the boys won, just to clear that up!
- Taping Mr Smith to the pole with Gorilla Tape to raise money for Cancer.
- Representing our school in sporting events and trials, such as Mortimer Shield, swimming, athletics, AFL and touch.
- Our graduating year with bushfires, floods, a global pandemic and a book week parade with no parents to take embarrassing photos of us!

Our graduating year has certainly been a little different. I remember Miss Daniher walking into our classroom at 10 to 3 and announcing that we would be learning from home until further notice. It was action stations, with Zoom trials and a lot of noisy and excited students. We all gathered our Chromebooks and were extremely excited to be on this home learning adventure. But that excitement was short lived and I know it is hard to believe but we all wanted to come back to school. During this time we will always remember muted microphones, Principal Challenges, learning through Google Classroom and Seesaw, flexible timetables and the incredible dedication from our teacher and the staff at St Peter's. We would like to thank all the staff and teachers. We are so lucky to have them all here. Throughout our home learning, we did develop many skills that will assist us in moving to high school. Resilience, courage, time management skills are just to name a few.

Instead of celebrating Anzac Day with school blazers and wreath laying, we put poppies on our front gate and decorated our mailbox to honour those who served. We were a little disappointed that we didn't get to lay the wreath and represent St Peters but 2020 will always be remembered.

This year we were lucky enough to receive the Sacrament of Confirmation. I liked when Bishop Mark came to visit and let us see all the things he uses as a bishop. He was very friendly and supportive. We also thank Fr Blaise for his continued support and faith formation.

We would also like to thank our amazing parents for helping us with all their support and encouragement through our primary school journey. We are certainly grateful for all you have done.

It has been an awesome journey through primary school with everyone. I wish everyone the best for next year. I like to call up my fellow year six students to present the school with a tree on our behalf. Thanks for listening to our speech.

Ruben McKersie

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## Section 2: School Features/Context

Coleambally is one of three towns within the Murrumbidgee Shire. There are two primary schools which feed into either Coleambally Central School or St Francis de Sales Regional College for the students secondary education. The main employers within the town are the Murrumbidgee Shire Council, local medical services and the aged care facility.

The farming community, which surrounds the town, conducts cropping and rearing of livestock. The town has a very active community which, despite several drought years, is able to support several sporting clubs and numerous other recreational activities.

St Peter's Primary School is a small rural school set on a two-hectare block in Currawong Crescent, Coleambally which is in the south-west of the Riverina. The school has a proud history and will celebrate its 51st birthday in 2021. The school was the first school in the Diocese of Wagga Wagga to open with all lay staff. The first parish priest was Fr Peter O'Leary and Sunday masses were held in the upstairs classroom until the church was built in 1982.

During the 50 years of the school's existence, enrolments ranged from mid forties to the high nineties. Students come from predominantly farming backgrounds within the Coleambally Irrigation Area. In 2020, there were three classes (K/1/2, 3/4 and 5/6) who were supported by four classroom teachers, a reading recovery teacher, an Inclusion and Diverse Learning Teacher, a Targeting Maths Teacher and a Teacher Assistant. The parish priest, Father Blaise, continued to be an active member of the school and conducted masses throughout the year and supported the children through the Sacramental Program. St Peter's is one of 26 Primary Schools and five Secondary Schools in the Diocese of Wagga Wagga. It is a co-educational primary school providing opportunities for children from Kindergarten to Year 6. St Peter's is a parish school supported by the St Joseph's Parish of Jerilderie.

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## Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students.

The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Indigenous	Total
19	18	0	0	37

\*Language background other than English

### 1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly. [\(Link to CEDWW Webpage\)](#)

### 2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	88
Year 1	95
Year 2	95
Year 3	94
Year 4	95
Year 5	90
Year 6	94

The average student attendance rate for 2020 was 93%.

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

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St Peter's Primary School staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- Maintaining accurate records of student attendance;
- Recognising and rewarding excellent and improved student attendance;
- Implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

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## Section 4: Staffing Profile

There are a total of 5 teachers and 2 support staff at St Peter's. This includes 3 full-time and 2 part-time teachers.

### Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	0
Proficient	5

Percentage of staff who are indigenous	0
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese of Wagga Wagga.

Improving student learning outcomes in Mathematics and Literacy was a key professional learning focus in 2020. Whole school data walls were developed focusing on the Mathematics Assessment Interview results and reading and spelling results. The data walls were used throughout the year at staff meetings, grade meetings and Student Learning Focus Meetings to direct teaching and learning.

All teachers were involved in Professional Learning through 'The Learning Collaborative' - Lynn Sharratt. This on-going professional learning focuses on 14 parameters for the whole school and system improvement. It aims to ensure quality teacher instruction and intervention so that all students are achieving. The development of staff meeting operating norms, a whole school data wall, student learning focus meetings and the assessment and instruction framework were covered in these sessions. Teachers also undertook professional development in implementing the SMART spelling program.

Through professional learning relating to technology, staff built on their technology skills and knowledge of tools they could implement in the classroom. Online portfolios through Seesaw were used to track students progress and used as evidence in Case Management meetings.

The school held the equivalent of four staff development days this year with areas of focus as follows: Curriculum, Home learning, The Learning Collaborative and Spirituality.

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## Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. St Peter's Primary School, Coleambally follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story*.

### Catholic Heritage

Despite the best efforts of the priest at the time of opening the school to attract a religious order, St Peter's opened in 1970 with an all lay staff. St Peter's Primary School is a community of faith built on the rock of Gospel values empowering the individual to contribute positively to an ever changing world. The school is named after St Peter who was one of Jesus' disciples and the first pope. The school song, 'I Am Your Rock', is a conversation between Jesus and Peter written for the school by singer/songwriter Andrew Chinn. The school motto, 'Way, Truth and Life' is something that is instilled within the school community.

### Liturgical Life of the School

There are several special liturgies and masses held throughout the year where students and their families are involved. With restrictions placed on the school and parishes due to COVID-19, liturgies were introduced as part of fortnightly assemblies. When restrictions were eased, students attended special masses and were regular attendees to the First Sunday of the month Mass which classes organised.

### Staff and Student Faith Formation

Staff and student faith formation is based on the premise that each individual needs to know God (personal relationship) and know about God (knowledge).

Attention is paid to the delivery of a strong and rigorous Religious Education Program that is carefully prepared and presented (2 ½ hours per week). School-based sacramental programs were developed that will prepare and inspire students to begin a life-long journey of faith and worship. This complements the spiritual opportunities experienced in the many liturgical experiences offered each week.

Each school year, all staff are included in a staff spirituality day. The Principal and staff attended retreat days provided by the diocese. Staff were encouraged to attend reflection days provided by CEDWW.

### Social Justice

Caritas and Project Compassion are an important part of the school year at St Peter's. The children spend this time learning about people throughout the world who are less fortunate than themselves. Fundraising is an important aspect of Project Compassion. The students at St Peter's are also heavily involved in the local community and help out with different fundraisers throughout the year to help others in need. Year 5/6 visit the local aged care hostel every fortnight.

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## **Professional Learning in Catholic Life and Mission**

Catholic Education Diocese of Wagga Wagga established a policy on the *Professional Requirements for the Accreditation of Teachers of Religious Education* which is implemented by all systemic schools in the Diocese.

St Peter's Primary School follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story*. This curriculum was supported by the use of Diocese funded digital resources such as Understanding Faith and school funded digital resources To Know Worship and Love to increase student engagement and learning outcomes.

A Staff Meeting each term was allocated to Religious Education. This is usually led by the parish priest, REC or a guest. Staff attended a Spirituality Day led by the Principal in consultation with a member of the Catholic Life Team.

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## Section 6: Curriculum

St Peter's Primary School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA's is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and schools implement the Religious Education Syllabus requirements for the Catholic Education Diocese of Wagga Wagga.

Support programs for students and external competitions in which the school takes part include the following:

- ICAS testing
- Royal Far West
- Centrecare counselling
- Reading Recovery
- Bluearth
- MultiLit
- Quicksmart literacy
- EMU intervention

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## **Section 7: Student Performance in State-Wide Tests and Examinations**

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

Due to the COVID-19 pandemic, NAPLAN testing was not carried out in Australian schools during 2020.

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## Section 8: Pastoral Care and Well Being

At St Peter's Primary School, the wellbeing of students is a primary focus. Policies, procedures and structures are in place to support the care of students.

### Pastoral Care / Academic Care / Well Being

The school believes that every child has a right to be safe and feel safe. Student welfare policies and practices guide the school community in achieving these goals. The following student welfare policies were implemented:

- Royal Far West Programs
- Access to Centrecare Counselling Services
- Class based programs run by Centrecare Counsellors
- Bluearth
- Positive Behaviours Program

The term Pastoral Care is used to describe an attitude and a process and it is based upon the belief in the dignity of the person. In a school, it is expressed through:

- The development of quality relationships
- The provision of satisfying learning experiences
- The establishment of an effective network
- The provision of a stable environment where learning can occur
- The development of self-discipline and growing into responsible members of the community

The staff aim to support, assist and consult with parents and advise them of their child's progress and attainment in the above areas. It is part of the staff's duty of care to endeavour to address any areas that appear during the child's schooling. The school follows the [Pastoral Care and Well being School Policy](#).

### Discipline Policy

[Discipline Policy](#) Please follow this link

St Peter's Primary School believes that every child maintains the right to learn and play in a safe and happy school environment. The school adopts a school wide Behaviour Management Program based on Positive Behaviours for Learning. A key to this program is the five baseline expectations which should be seen each and every day:

- Speak and act with kindness
- Helping hands not hurting hands
- Right time, right place, right task
- Staying safe, playing safe
- Be respectful

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## **Anti-Bullying Policy**

Students and staff of St Peter's have the right to learn and play in a safe and happy school environment that is free from the fear of bullying, harassment and intimidation. The school's [Anti-Bullying policy](#) defines bullying, gives some examples and outlines strategies to be used to deter bullying behaviours.

## **Initiatives Promoting Respect and Responsibility**

During the year, Year 5/6 class continued with their involvement in an Adopt-a-Grandparent program, which saw them visit the residents of Cypress View Lodge three times each term. The children sat and chatted with the residents, played cards or games with them and shared some morning tea. Both the children and the residents look forward to the visits and get a lot out of them. When COVID-19 restrictions were put in place, students and residents exchanged letters.

The Transition to School Program ran again this year. This program is designed to support children's transition to school in a fun, supportive environment embracing the Reggio Emilia approach to learning. It follows the preschool learning Early Years Learning Framework (EYLF). During this program, the students in Year 6 become buddies for the preschool students and involve them in activities and games throughout the day.

## **Complaints and Grievances Resolution Policy**

Catholic Education Diocese, Wagga Wagga has established a Complaints and Suggestions Policy which is implemented by all schools in the diocese.

The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

## **Workplace Health and Safety**

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese, Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese, Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

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Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these diocesan documents in 2020.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school office.

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## Section 9: School Review and Improvement

Each year St Peter's Primary School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese of Wagga Wagga Annual Improvement Plan.

DOMAIN: CATHOLIC LIFE
<p><b>Area for Improvement:</b></p> <ul style="list-style-type: none"> <li>• Development of an appropriate Sacred Space</li> <li>• Continue to expose students to Aboriginal Spirituality</li> <li>• <b>Meaningful Prayer and Liturgical Experiences for Students</b></li> <li>• Engagement with the Parish</li> </ul>
<p><b>Evidence Informing Area for Improvement:</b></p> <ul style="list-style-type: none"> <li>• Lack of appropriate sacred space in classrooms and office/Admin Block</li> <li>• Current student interest and availability of Indigenous Education Worker</li> <li>• Low attendance rates at Sunday Mass and low student involvement in school Masses.</li> </ul>
<p><b>Teaching Standards</b> (where relevant):</p> <p>1.4.2 Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</p> <p>2.4.3: Support colleagues with providing opportunities for students to develop an understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p> <p>3.1.3: Develop a culture of high expectations for all students by modeling and setting challenging learning goals</p>

Actions to be Implemented	By Whom?	By When?	Evidence of Impact	Budget Allocation (if applicable)
<ul style="list-style-type: none"> <li>• <b>Sacred Spaces</b> Ensure that staff have input into the development of an appropriate Sacred Space in the Administration building and classrooms</li> </ul>	<p><u>Loreli</u> Principal</p>	Term 2	Inclusion of a Sacred Space Students will be involved with activities involving the Indigenous Education work	TBC
<ul style="list-style-type: none"> <li>• <b>Meaningful Prayer and Liturgical Experiences for Students</b></li> <li>• <b>Engagement with the Parish</b> <ul style="list-style-type: none"> <li>- School paraliturgies on either a Monday or Friday</li> <li>- Encourage Students to involve themselves within the Parish Mass to increase engagement.</li> </ul> </li> </ul>	REC/Staff Staff /	Entire year	Regular school liturgies that have an increased level of student participation.	
<ul style="list-style-type: none"> <li>• <b>Staff Spirituality day on Prayer</b></li> </ul>	<u>CEDWW</u> Staff SW Schools	TBC(Term 3)	Meet with SW schools to engage in a staff spirituality day.	
<ul style="list-style-type: none"> <li>• <b>Religion PD</b></li> </ul>	Staff	Term 2 or 3  Ongoing throughout the year	Development of Prayer spaces in Classrooms	

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## DOMAIN: LEARNING AND TEACHING

**Area for Improvement:** To embed a shared responsibility for student achievement through effective assessment strategies and analysing data to improve learning outcomes for all students.

**Teacher Practice and Pedagogy:** To build all teacher and leader capacity in teaching Literacy and Mathematics through identified knowledgeable others in the school.

**Evidence Informing Area for Improvement:** MAI Data, Naplan Data 2019, PAT testing, In-class Assessment results, reading levels.

### Teaching Standards:

**1.5.2** Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities

**2.5.2** Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement

**2.6.2** Use effective teaching strategies to integrate ICT into learning & teaching programs to make selected content relevant meaningful

**3.4.2** Select and/or create and use a range of resources, including ICT, to engage students in their learning

**5.4.2** Use student assessment data to analyse & evaluate student understanding of subject/content, identifying interventions & modifying teaching practice

**6.1.2** Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs

**6.3.2** Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice

Actions to be Implemented	By Whom?	By When?	Evidence of Impact	Budget Allocation (if applicable)
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<ul style="list-style-type: none"> <li><b>Professional Learning Plans (MyPad)</b></li> <li>&gt; Staff Professional Learning Day - Emily Paul</li> <li>&gt; Check-ins recorded each term</li> </ul> <p><b>English</b></p> <p><b>Develop an agreed Practice</b></p> <ul style="list-style-type: none"> <li><b>The Learning Collaborative</b></li> </ul> <p>To implement and work on the following:</p> <ol style="list-style-type: none"> <li>Learning Intentions</li> <li>Success Criteria</li> <li>Descriptive Feedback</li> <li>Case Management Meetings</li> <li>Learning Walks</li> </ol> <ul style="list-style-type: none"> <li><b>Construction of Learning Intentions and Success Criteria</b></li> </ul> <p>Work with staff to implement visible learning intentions and success criteria in the classroom.</p> <ul style="list-style-type: none"> <li><b>Construction of Literacy data walls</b> (reading and spelling)           <ul style="list-style-type: none"> <li>- Testing Students to gather quality data -(Yarc, PM, FP, Spelling)</li> <li>- Implement Fountas and Pinnel in 3-6 for reading levels</li> </ul> </li> <li><b>Case Management Meetings (CMM)</b></li> </ul> <p>To allow teachers to use student data to target high impact pedagogical area, actions to be taken include:</p> <ul style="list-style-type: none"> <li>- Schedule staff meetings with SW schools to engage in case Management meetings.</li> <li>- Scheduling time with principal or knowledgeable others to plan, implement, evaluate and provide feedback.</li> </ul> <ul style="list-style-type: none"> <li><b>To work with staff to increase knowledge and skills in the area of Literacy.</b></li> <li>- Implement a reading and writing hour in K/1/2 with literacy groups and guided reading/writing included</li> <li>- Upskill staff in K/1/2 with Reading Recovery Training</li> <li>- Target groups</li> </ul> <p><b>Maths</b></p>	<p><u>CEDWW</u> Principal Assistant Principal</p> <p>Principal Jess Pound Staff</p> <p>Principal Jess</p> <p>Principal IDL - Nicole All Staff</p> <p>All staff Principal</p> <p>Principal <u>CEDWW</u></p>	<p>Wk 2 Term 1 18/2/2020</p> <p>Ongoing Term 1 and 2</p> <p>Ongoing</p> <p>Term 1 - ongoing</p> <p>Staff meetings and Classroom</p>	<p>- Staff PLP's reflect areas for improvement identified from data of learning and teaching practices.</p> <p>Team planning will be informed by the data wall on a regular basis.</p> <p>- LI and SC will be visible in classrooms and regularly changed. - Students will be able to articulate LI and SC.</p> <p>- Consistent tracking of students K-6 using data to develop Literacy data wall - Data monitored and used for Case management meetings to improve student learning. - Meetings with the SW to enhance student and teachers learning. - Increase student growth - All staff will participate in regular CMM as an agreed practice to set specific learning goals for students.</p>	
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<ul style="list-style-type: none"> <li>Continue Construction of MAI data wall for all four domains.</li> </ul> <p>To achieve greater achievement in Numeracy.</p> <ul style="list-style-type: none"> <li>Focus on increasing students understanding of place value</li> </ul> <p><b>Technology</b></p> <p>Digital Pedagogy Leader working with teachers in class to capacity build -</p> <ul style="list-style-type: none"> <li>Apply for MV innovation Fund</li> </ul> <ul style="list-style-type: none"> <li><b>Policy &amp; Procedure - SeeSaw</b></li> <li>Staff PL session</li> <li>Whole school SeeSaw launch</li> </ul>	<p>Maths Focus Rina Principal</p> <p>DPL All staff DPL</p> <p>DPL/ SeeSaw Ambassador All staff</p>	<p>support</p> <p>Week 5 - Staff meeting PD</p>	<ul style="list-style-type: none"> <li>Consistent tracking of students K-6 using data to develop Literacy data wall</li> <li>Data monitored and used for Case management meetings to improve student learning.</li> </ul> <p>All staff will be able to deliver learning &amp; teaching opportunities through digital technologies.</p> <p>All students are using SeeSaw to communicate learning with parents.</p>	<p>MV Innovation Fund</p>
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## DOMAIN: COMMUNITY AND WELLBEING

**Area for Improvement:** To build all teacher's capacity in creating professional learning plans around staff and student wellbeing.  
**Student Wellbeing:** To implement and maintain student wellbeing programs across the school to ensure student safety and wellbeing.  
 To use Compass as a central place to store student PLPs, behaviour records and parent communication to ensure all teachers have access to the relevant student information to meet the individual needs of each student.  
**Staff Wellbeing:** To implement the CEDWW Staff wellbeing Toolkit as professional learning for staff on their own wellbeing.

**Evidence Informing Area for Improvement:** CEDWW initiative  
 The increase in student wellbeing referrals by teachers.  
 The increased workload of teachers.

**Teaching Standards** (where relevant): 6.1.2, 6.2.2, 6.3.2, 3.1.2,

Actions to be Implemented	By Whom?	By When?	Evidence of Impact	Budget Allocation
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				(if applicable)
<ul style="list-style-type: none"> <li>Support with Professional Learning Plans on the myPaD platform using National Professional Standards and school/system priorities. Work with SW Deanery Schools</li> <li><b>ww_Performance and Development Framework using MyPaD - Emily Paul (18/02/20)</b></li> <li>Continue to develop our use of PBL to support the management of students behaviour and begin to look at monitoring and celebrating the successes of students. Continue the use of Compass Chronicle to do this. Utilise 'Zones of Regulation' to support teachers with harder to manage students (top 5%)</li> <li>Compass ( chronicle) - as a shared space to hold PLP's, student records and achievements, parent communication and behaviour.</li> <li><b>Staff Wellbeing</b> Implement Staff Wellbeing Toolkit</li> </ul>	<p>Principal &amp; teaching staff</p> <p>Emily Paul</p> <p>Principal and staff</p> <p>Principal Teachers Admin</p> <p><u>CEDWW</u> Class wellbeing team</p>	<p>Intro Day 1 &amp; Termly review</p> <p>18/02/20</p> <p>Semester review</p> <p>Regular staff meetings</p> <p>Wk 5 Staff Meeting Ongoing</p> <p>End of Term 2</p>	<ul style="list-style-type: none"> <li>Completion and regular review of PLPs using the myPaD tool.</li> <li>Regular and consistent use of the MyPaD by all staff.</li> <li>Use of MyPaD tool to support whole school understanding of teacher standards</li> <li>Consistent observation of school/class values in practices.</li> <li>Records meetings indicating collaboration in strategies for positive reinforcement of PBL. Development of a shared resource space in our drives around our PBL</li> </ul> <p>Compass as the one place to store all student information regarding wellbeing.</p> <p>Wellbeing Committee meetings. Less wellbeing referral forms. Explicit teaching around student wellbeing strategies.</p>	

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## DOMAIN: LEADERSHIP AND STEWARDSHIP

**Area for Improvement: Facilities:** To finalise a Masterplan (outdoor) in order to match our facilities with the school's educational pedagogy.  
**Strategic Leadership:** To have a deeper understanding of all student's progress and monitoring the growth of each student using K-6 data walls for MAI and Reading Levels. Teaching and Learning

**Evidence Informing Area for Improvement:** The need to put faces on the data and develop knowledge of each student.  
 Facilities needed to align with the pedagogy future direction of the school.

**Teaching Standards** (where relevant): 5.4, 5.1, 5.5, 1.2, 1.5

Actions to be Implemented	By Whom?	By When?	Evidence of Impact	Budget Allocation (if applicable)
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<b>Facilities</b> Masterplan for future building and playground developments.	<u>CEDWW-</u> Building Fund Principal	End of 2020	<ul style="list-style-type: none"> <li>Finalised masterplan to meet the pedagogical needs of all students. Building grants for future growth.</li> </ul>	
<b>Strategic Leadership</b> Monitor student growth in MAI and Spelling as Leaders of Learning Learning Walks and Talks- refer back to Learning and Teaching Domain	Exec Team	End of 2020		

Despite the enormous impact COVID-19 had upon the school community, many of the priorities articulated in the Annual Improvement Plan were fulfilled.

For the Domain of Catholic life, the priority of 'building meaningful prayer and liturgical experiences' was implemented through professional development days and staff meetings. Staff used school assemblies and liturgies to increase participation and engage students in faith formation and meaningful prayer experiences. Staff worked both online and face to face to refine the pedagogical approaches in this area.

Learning and teaching took on a whole new challenge for all staff, students and families. Nevertheless, professional development was delivered through online courses and staff meeting times. The school developed a whole school approach to spelling which will be implemented further in 2021. Teachers developed a data wall for Literacy and Maths to track data from K-6. This builds upon the work carried out in 2019 through the Learning Collaborative. Digital pedagogies came to the fore for the school, particularly in lockdown months and online learning for students became the main means of learning and communication for the greater part of Terms 2 and 3. Tools such as Seesaw, Zoom and Google Classroom were areas of professional development focus.

The positive effect was that teachers and students developed a broad range of IT skills which were further embedded into teacher practice. As a result, school targets were not only met but well surpassed.

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The maths focus on Years 3–6 continued and the EMU groups were further developed. Positive Behaviours practices were further developed, although somewhat interrupted by COVID-19. The school participated in the Bluearth program to enhance student wellbeing through teamwork and collaboration with peers.

Staff had several professional development opportunities to support them in their care of students. Some of these were Child Protection, Compass communication and Challenging Conversations. The Principal, staff and the wellbeing committee were very active monitoring both students and staff.

COVID-19 greatly impacted social and community engagement and restricted direct parent and community contact and events. Reestablishing community activities, parent evenings community engagement is flagged for 2021.

Financial support was approved by CEDWW for the playground installation and upgrade and should be completed in 2021.

## Priority Key Improvements for 2021

# 2021 ANNUAL IMPROVEMENT PLAN FRAMEWORK



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## DOMAIN: CATHOLIC IDENTITY AND MISSION

Catholic Identity and Mission is expressed across the following interrelated and mutually reinforcing components:

- A systematic and comprehensive Religious Education Curriculum and Pedagogy
- Prayer, Liturgy and Sacramental Life
- Permeation of Catholic Values
- School, Parish and Parents in Partnership
- Spiritual life of the school
- Evangelisation and Social Justice

### System Goals

1. A shared understanding of the vision, mission and purpose of Catholic Education
2. An intentional and systematic framework for faith formation
3. Effective teaching practices and pedagogies in which the learners are active participants who are engaging their whole person ('head, heart and hands').

### Areas for Improvement:

- Development of an appropriate Sacred Space and Prayer Spaces
- **Meaningful Prayer and Liturgical Experiences for Students**
- Engagement with the Parish

### Evidence Informing Each Area for Improvement:

- Lack of appropriate sacred space and prayer spaces in classrooms and office/Admin Block
- A need for involvement and engagement at Sunday Mass as participation/connection with the parish is poor..

### Teaching Standards (where relevant):

- 1.4.2 Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
- 2.4.3 Support colleagues with providing opportunities for students to develop an understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- 3.1.3: Develop a culture of high expectations for all students by modeling and setting challenging learning goals

Actions to be Implemented	By Whom?	By When?	Ways of Measuring Impact (Success Criteria)
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★ Items marked with star have been brought over from 2020 as they were not completed due to Covid 19

<p>★ <b>Sacred Spaces</b> Ensure that staff have input into the development of an appropriate Sacred Space in the Administration building and classrooms</p> <ul style="list-style-type: none"> <li>- Work on developing our classroom prayer spaces</li> </ul> <p>• <b>Meaningful Prayer and Liturgical Experiences for Students</b></p> <ul style="list-style-type: none"> <li>- Continue to embed with school Assemblies</li> </ul> <p>★ <b>Engagement with the Parish</b></p> <ul style="list-style-type: none"> <li>- School paraliturgies on either a Monday or Friday</li> <li>- Encourage Students to involve themselves within the Parish Mass to increase engagement.</li> </ul> <p>• <b>Religion PD</b></p> <ul style="list-style-type: none"> <li>- Catholic mindfulness and Prayer</li> </ul>	Loreli Principal	Term 2	<ul style="list-style-type: none"> <li>• Inclusion of a Sacred Space Students will be involved with activities involving the Indigenous Education work</li> <li>• Prayer spaces in Classrooms tidy and used</li> <li>• School liturgies and assembly will begin with the prayer space being set.</li> <li>• Students starting to take ownership and run class liturgies</li> <li>• Students and parents participating and engaging in Sunday Mass</li> <li>• students and parents participating in Parish activities and events</li> <li>• Students and staff participating in mindfulness activities and prayer - embedded into Religion programs</li> </ul>
	REC/Staff Staff /	Entire year	
	CEDWW Staff SW Schools	Ongoing throughout the year	
	Staff		

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## DOMAIN: LEARNING AND TEACHING

Learning and Teaching encompasses: Curriculum, Pedagogy, Literacy and Numeracy, Teacher Practice, Professional Learning, Assessment and Reporting, Student Achievement, Student Wellbeing for Learning and Student Diverse Learning Needs.

**System Goals:** (consider goals appropriate to sector i.e. primary/secondary)

1. To build teacher capacity to deliver quality writing instruction in Early Years, Stage 1 and Stage 4 cohorts through:
  - a. Improved collaborative planning, focusing on analysis of student performance and identification of targeted writing strategies specifically oral language development in K-1 or the use of academic language in Stage 4.
  - b. Use of data to inform the development of high impact teaching and learning strategies using assessment 'for and of' learning to craft precise responses to student and cohort needs.
2. Use of data to inform differentiated teaching of Mathematics in years 3 to 6.

**Areas for Improvement:**

1. To build teacher capacity in the areas of Literacy and to continue to embed a shared responsibility for student achievement, through effectively analysing data to improve teacher and student learning.
  - a. Improved collaborative planning in the area of literacy and development of teaching and learning programs
  - b. Embed the work of Lyn Sharrat into our daily teaching practices and continue to develop our data wall to assist with teaching and learning.
2. Continue to analyse and work on developing our Mathematics data wall to inform teaching

**Evidence Informing Each Area for Improvement:** MAI Data, Naplan Data 2019, PAT testing, In-class Assessment results, reading levels.

**Teaching Standards:**

- 1.5.2** Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities  
**2.5.2** Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement  
**2.6.2** Use effective teaching strategies to integrate ICT into learning & teaching programs to make selected content relevant meaningful  
**3.4.2** Select and/or create and use a range of resources, including ICT, to engage students in their learning  
**3.2.3** Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students  
**5.4.2** Use student assessment data to analyse & evaluate student understanding of subject/content, identifying interventions & modifying teaching practice  
**6.1.2** Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs  
**6.3.2** Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice

**The Learning Collaborative System Parameters: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14.**

2 - Embed knowledgeable others

3 - Quality assessment informs instruction

**School Parameters:**

Parameter 1 - Shared Belief and Understanding - all students can achieve high standards, all teachers can teach to high standards

Parameter 6 - Case Management meetings

Parameter 7 - Professional learning at every staff meeting and during PLC time

Parameter 14 - Shared responsibility and accountability

Actions to be Implemented	By Whom?	By When?	Ways of Measuring Impact (Success Criteria)
<p><b>English</b></p> <ul style="list-style-type: none"> <li>• <b>To work with staff to increase knowledge and skills in the area of Literacy, especially in the area of writing</b></li> <li>- Implement a reading and writing hour in K/1/2 with literacy groups and guided reading/writing included</li> <li>- Develop 'Agreed English Practices' K - 6 in a contemporary learning environment</li> <li>- Collaboration with Literacy Instructional <u>leader</u> to develop teacher identification of key strategies to improve oral language and writing.</li> <li>- <u>analyse</u> relevant data to identify areas of student learning need in oral language acquisition, writing skills and vocabulary</li> <li>- Construction of a writing data wall</li> <li>- Continue to develop SMARTSpelling in classrooms</li> <li>- <b>A Focus on Assessment for, as and of learning Introduction will be linked to the Literacy Writing Initiative and The Waterfall Chart</b></li> <li>- Professional Development on using for, as and of learning that is linked to Literacy Initiative</li> <li>- A Focus on Assessment for, as and of learning and the Waterfall Assessment Chart to develop differentiated literacy practises.</li> </ul> <p>★ <b>The Learning Collaborative Focus</b></p> <ol style="list-style-type: none"> <li>a. Learning Walks and Talks- the Leadership team</li> </ol>	<p>CEDWW Principal Lyn Sharrat Literacy support teacher - JP</p> <p>All staff Principal Literacy support teacher</p>	<p>Ongoing throughout the year</p> <p>Term 1/2 - ongoing</p>	<ul style="list-style-type: none"> <li>• Team planning will be informed by the analysing of student growth and interrogation of the data on a regular basis. ( at the data wall-)</li> <li>• Consistent tracking of students K-6 using data to develop Literacy data wall and inform teaching and learning. eg ( To discuss why is student x @ point 3 and student y @ point 14. What can be done? The bulk of the class is at point 10, what can we do to move them 1 point in the next term? )</li> <li>• Writing Samples and Criteria referenced in assessment books</li> <li>• Data will be placed on wall in week 8 of each term</li> <li>• Written policy which is visible in classroom walks and talks. Growth K-6 on data wall</li> <li>• Program supervision by Principal</li> </ul>

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<p>b. Co-constructing Learning Intentions and Success Criteria c. Waterfall Instruction</p> <p><b>The areas below will continue to be monitored and embedded into teacher practice</b></p> <p>★ <b>The Learning Collaborative</b> Continue to develop and implement and work on the following: d. Learning Intentions e. Success Criteria f. Case Management Meetings</p> <ul style="list-style-type: none"> <li>• <b>Monitor and Maintain Literacy data walls</b> (Include Writing Data) <ul style="list-style-type: none"> <li>- Testing Students to gather quality data - (Yarc, PM, FP, Spelling)</li> <li>- Implement Fountas and Pinnel for students reading above a PM 30</li> </ul> </li> <li>• <b>Case Management Meetings (CMM)</b> <ul style="list-style-type: none"> <li>- Schedule staff meetings to engage in case Management meetings.</li> </ul> </li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Continue to work on the construction and monitoring of our Maths data wall</li> <li>- Learning Intentions and Success Criteria are evident for mathematics</li> <li>- Use of a range of assessment practices- descriptive feedback, peer and self assessment as well as individual goal setting</li> <li>- Use of the data wall to inform teaching and learning</li> </ul> <p>To achieve greater achievement in Numeracy.</p> <ul style="list-style-type: none"> <li>- Focus on implementing learning intentions and success criteria in Maths</li> <li>- introduce Maths Case Management meetings</li> <li>- Continue to work with Beck Art on construction and monitoring of our Maths data wall</li> </ul>	<p>All staff Principal Literacy support teacher</p> <p>Literacy support teacher Principal <u>CEDWW</u></p> <p>All staff Beck Art Maths Focus Rina Principal</p> <p>Principal</p>	<p>Ongoing</p> <p>Ongoing Staff meetings and Classroom support</p>	<ul style="list-style-type: none"> <li>• LI and SC will be visible in classrooms and regularly changed.</li> <li>• Students will be able to articulate LI and SC.</li> <li>• Learning Walks and Talks and Feedback given</li> <li>• Teachers will understand and use the waterfall chart in their teaching and assessment</li> <li>• Assessment for, as and of learning will be included in Literacy Programs</li> </ul> <ul style="list-style-type: none"> <li>• Consistent tracking of students K-6 using data to develop Literacy data wall</li> <li>• Data monitored and used for Case management meetings to improve student learning.</li> <li>• Student goal books uses across the school</li> <li>• Data monitored and used for Case management meetings to improve student learning.</li> <li>• Increase student growth</li> <li>• All staff will participate in regular CMM to set specific learning goals for students.</li> </ul>
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<p><b>Technology</b></p> <p>Continue to capacity build of staff in this area to improve teaching and learning Apply for MV innovation Fund around Professional learning in the area of Digital Citizenship to upskill and build capacity.</p> <ul style="list-style-type: none"> <li>- continue to provide PD in staff meetings around</li> <li>- Google Classroom</li> <li>- Seesaw</li> <li>- Zoom</li> </ul>	<p>Liz All staff</p>		<ul style="list-style-type: none"> <li>• Goal books will be used for Maths</li> </ul> <ul style="list-style-type: none"> <li>• All staff will be able to deliver learning &amp; teaching opportunities through digital technologies.</li> <li>• Google Classroom</li> <li>• Seesaw</li> <li>• Zoom</li> </ul>
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# 2020 Annual Report

## DOMAIN: COMMUNITY AND CULTURE

Community and Culture includes: Organisational Culture, Positive Partnerships with Parents, Families and Carers, Parish and Community Partnerships, Staff Wellbeing, Student Voice and Engagement and Professional Relationships.

### Areas for Improvement:

**Student Wellbeing:** To implement zones of regulation in the classrooms and mindfulness programs.

**Staff Wellbeing:** To implement the CEDWW Staff wellbeing Toolkit as professional learning for staff on their own wellbeing.

### Evidence Informing Each Area for Improvement:

Teaching Standards (where relevant): **4.4, 7.4, 7.3,**

Actions to be Implemented	By Whom?	By When?	Ways of Measuring Impact (Success Criteria)
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<p><b>Student Wellbeing</b> Zones of Regulation will be worked on in small class groups with the wellbeing practitioner.</p> <p><b>Staff Wellbeing</b> Sarah Lehman to advise Staff Wellbeing Toolkit</p>	<p>All staff</p> <p>Wellbeing Practitioner Class Teachers</p> <p><u>CEDWW</u></p>	<p>Term 1</p> <p>End of 2021</p>	<ul style="list-style-type: none"> <li>• Explicit teaching around student wellbeing strategies.</li> <li>• Bounce Back program imbedded into Friday whole school activities</li> <li>• Wellbeing staff meeting once a Semester.</li> </ul>
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## Section 10: Parent, Student and Teacher Satisfaction Parent Participation

Parents are the primary educators of their children and are always welcome at St Peter's Primary School. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year St Peter's used a variety of surveys and processes to gain information about the level of satisfaction with the school from parents, students and teachers.

### Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
85%	15%	-

### Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
90%	5%	5%

### Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
100%	-	-

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## Financial Report

