



St Peter's Primary School

# 2017 Annual Report

Principal: Mr Daniel Tuohy

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## About this Report

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

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about St Peter's Primary School performance measure 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 College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the St Peter's Primary School community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors that St Peter's Primary School has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation secondary schools and Registration primary schools.

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



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

### Message from the Principal

We have arrived at the end of the 2017 school year, some might say too quickly, a year that has been filled with challenges, successes, new experiences, friendships and learning.

Walt Disney once said, 'You can dream, create, design and build the most wonderful idea in the world, but it requires people to make the dream reality'. I take this opportunity to give thanks to all who have contributed to our School community this year.

Our school continues to provide an extension of the parish community with the celebration of feast days, class masses and liturgies and sacramental programs. I would like to thank Fr Blaise for his support of our school this year and of the sacramental programs.

To all parents and caregivers, I thank you for your support of all things St Peter's and for giving us the opportunity to work in partnership with you to give the greatest gift of all, for all of our children – the gift of education. To those who volunteer in the canteen, help out in the classrooms, on the grounds or at working bees, at sporting carnivals or at catering jobs, my sincere thanks.

This year saw the end of the Parents and Friends Association as we knew it for many, many years for reasons including governance and declining numbers. There has been and will continue to be fundraising efforts and events and this been replaced by a fundraising committee as part of the School Council that I hope you all continue to support where you can.

I would like to thank all the School Council members, current and recently retired for the support and direction they have given the school. There will be some positions vacant on the school council in the new year so please think about nominating and helping guide the school as it continues to move forward.

To the teachers of our school, Craig, Rina, Christine and Cynthia, thank you and well done for all you have done with the children in your classes this year. Thank you for all the extra things you do to help our school run each day. To Cynthia, who is leaving St Peter's to be closer to home, thank you for answering my call in late January this year and relocating at very short notice. All the best in your new role and thank you for your efforts and dedication with Yr 4/5/6 this year.

To our support staff in Melissa and Leanne, and our cleaner Trudi, thank you for all you do in your roles in supporting the children and the school this year. You are all important members of our staff and your work is vital to the success of the school.

Many thanks to our Yr 6 graduates and School Leaders in Haylee and Olivia and Bronte and Isabella who have been great role models and leaders of our school in their respective roles as School and House Captains this year. You are each special in your own way and I am grateful for all the gifts you have shared with our school community and with each other over your time at St Peter's.

Thank you to the students of our school for your efforts both in and out of the classroom. Thank you to those students who relish the opportunity to make the most of every opportunity to learn that is put before you. Students who try so hard, whether learning for them comes easily or is a challenge. Students who approach each day with joy and enthusiasm. Students who greet others with a smile. Students who go out of their way to help someone who is down or is in need of some support, physically or emotionally.

I would like to wish your new principal Mr Brian Conroy, all the best as he takes up the role next year. I am sure he will experience the same warm welcome and support that I was afforded when taking on this role and have continued to experience.

Thank you to all the past and present students, staff, parents and community members that I have been fortunate to have got to know over the past 21 years. I will miss much about St Peter's, not only because it has been such a big part of my life, but because of the warm place it is. It has been an easy place to work for so many reasons, the wonderful students, staff and parent community, that for a lot of the time it hasn't been like coming to work but like coming home to a big family who care for and have a genuine interest in each other.

Thank you,  
Daniel Tuohey  
Principal



### Message from the Parent Body

I would like to thank the existing school board, staff, students and the greater school community and the wider Coleambally Community for their support over the last few months after my diagnosis and treatment, it has been much appreciated.

I would also like to thank the current board and the former P & F who had to deal with the amalgamation of the two entities to provide a more transparent and auditable organisation with improved governance. The school council's main objectives were an increased works program spurred on by grants awarded from Apex and the Murrumbidgee Council where our 2 successful applications saw approx. \$42,000 in capital works program. This year we oversaw the replacement of the concrete quadrangle out the front which also overcame some WHS concerns and we are currently looking at a new fencing proposal which is to be complimented by the Murrumbidgee Council works for a new bus pick up bay at the front of the school. Also there is a proposal to build an outdoor all weather surfaced area for ball sports.

One of our other primary objectives is that whilst we might be a smaller isolated school that our children should not miss out. We commend the CSO on programs which help alleviate this such as the music program which occurred this year. To assist in this objective the School Council assisted with the technology upgrade of new chrome books for the infants classroom. It is also our intent to support new coding equipment/robots etc. to build children skills in problem solving with technology.

We would also like to thank the various sub committees and volunteers who led a successful fundraising effort the fete, bridge day, clearing sales & various stalls. It assists us with providing the best resources we can for the kids.

As is the case we also recognise those families whom are leaving us either as a result of the last child finishing or as a result of move. To those families leaving St Peter's thank you for your support of our school for many years and we wish you all the best in the future.

This year we are also sad to see two wonderful staff members leave Miss Vander Weerden or Miss V and our long serving principal Dan Tuohey. I was lucky enough to be on the selection panel for Miss V and I hope she gained great experience from St Peter's and I know she will be missed.

Dan I would like to thank you for your 21 years of teaching and being principal at St Peter's and 10 year being my personal friend. His attention to detail and preparation has meant he has been successful both at teaching and school development (works) over this time. St Peter's has also been blessed with a healthy gender balance in the teaching staff and this has long been a point of jealousy for those out of St Peter's, luckily this will continue with appointment of the new principal Mr Brian Conroy.

Thank you,

Bernard Star  
School Council Chairperson

### Message from the Student Body

We would like to thank everyone for coming to our school presentation night. We would like to thank the staff, Mr Tuohey, Mrs Breed, Mr Smith, Mrs Fraser, Miss Vander Weerden, Mrs Heath, Mrs Painting, Mrs Rice and Mr Black for helping us through the school year.

We would like to congratulate the students for taking part in our whole school activities this year. In term 1 we had our swimming and cross country carnivals and in term two our athletics carnival. In term 3 we participated in Jump rope 4 heart and footy colours day and Last week we visited Altina wildlife park.

Over the past year each class has participated in something of their own.

Yr 5/6 regularly visited Cypress View Lodge and went to Mortimer shield, some students from Yr 3-6 went to Band camp and all Yr 3-6 participated in the a3 program.

Yr 3/4 went to Trent Barrett and Year 3 received their first Reconciliation and First Communion, K/1 went to preschool for the Barry Peter's concert and had Possum Peter's class party.

We would like to say goodbye to Mr Tuohey and Miss Vander Weerden. We hope you do well in your new schools and have a great time in the future.

It has been an honor being the 2017 school captains and we have enjoyed leading our school. We would both like to wish Linda Clark and Oscar Bellato all the best for 2018 in their roles as school captains.

Haylee & Olivia  
2017 School Captains



## Section 2: School Features/Context

St Peter's is a Catholic Primary School catering for students from Kindergarten to Year 6. It is set on a two-hectare block in Currawong Crescent, Coleambally which is a small rural town in the south-west of the Riverina. The school was opened in 1970 with an all lay staff and during that time has had enrolments ranging from the high forties to the high nineties. Students come from a predominantly farming background from within the Coleambally Irrigation Area. At the end of 2017 the enrolment was 59 students across the 3 composite classes.



### Section 3: Student Profile

The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Indigenous	Total
28	31	0	2	59

\*Language background other than English

### Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

Please see the attached appendices St Peter's Enrolment Policy (1) and St Peter's Enrolment Procedures (2) for information on enrolment at St Peter's.

†Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office phone: 0269370000.

### Student Attendance and Retention Rates

Year	Attendance %
Kinder	93
Year 1	88
Year 2	89
Year 3	94
Year 4	94
Year 5	94
Year 6	92

The average student attendance rate for 2017 was 92%.

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.

St Peter's 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 St Peter's 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 non-attendance, unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance

**Section 4: Staffing Profile**

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

**Teacher Standards**

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	5



b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
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The following information describes the staffing profile for 2017:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
5	3	8

\*This number includes 4 Fulltime teachers and 1 part-time teacher

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 Schools Office Wagga Wagga.

The staff has been active this year in their pursuit of professional improvement with the teaching staff attending in-servicing on Positive Behaviour Management and writing a new policy and procedures for behaviour management. All staff attended a spirituality day to develop further their understanding of the meaning of Liturgy by exploring its scriptural and historical development.

The principal attended the ACSP NSW conference 'Encounter New Horizons', a foundations of coaching course and a 'Leading the Way' in-service day. The Targeted Maths Teacher and the principal completed the Extending Mathematics Understanding course with Ann Gervasoni and the teachers were trained by the Targeted Maths teacher to complete the Mathematics Assessment Interview with students.

All teachers participated in an in-service day on assessment led by the principal and Targeted Maths Teacher. One teacher attended a music in-service with Australian Arts Alive (a3) and another attended the regular Religious Education Coordinator meetings, an REC conference, Reading Recovery and Early Years network meetings throughout the year.



## Section 5: Catholic Life and Religious Education

St Peter's Primary School 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 School is a community of faith built on the rock of Gospel Values empowering the individual to contribute positively to an ever changing world. Our school is named after St Peter who was one of Jesus' disciples and the first pope. Our school song "I Am Your Rock" is a conversation between Jesus and Peter written for the school by singer/songwriter Andrew Chinn. Our school motto, "Way, Truth and Life" is something we try to instil within the school community.

### Liturgical Life of the School/ College

The 2017 school year saw the continuation of whole school weekly liturgies held each week. These liturgies were led by the teachers and students and were based on the resource We Pray as One. Each class also led an extended liturgy with music each term which they planned and ran.

Sacramental programs were the main focus for the Year 3 students and they made their First Reconciliation and First Holy Communion in August and September respectively. The Yr 3 students and Mrs Breed respectively put a lot of time and effort into preparation for these sacraments and were joined by family and friends to celebrate these special occasions.

Our First Sunday of the Month Masses are organised by the staff, with children volunteering for readings, prayers of the faithful, offertory and altar serving. Those who take up the opportunity enjoy being given the opportunity to participate in the Mass at the parish level.

School Masses held during the year include: Beginning of the Year, Ash Wednesday, St Peter's Feast Day, Assumption of Mary, St Mary of the Cross, All Saints Day and an end of year Giving Mass.

### Staff and Student Faith Formation

Religious Education is a vital part of the curriculum at St Peter's and all classes participate daily in the Diocesan Religious Education Program "Sharing Our Story". This program was supplemented by regular school masses and prayer services. Weekly staff meetings begin with prayer and the whole staff attend a spirituality in-service day each year.

### Social Justice

During 2017 St Peter's students learnt about the work of, and raised funds for, Project Compassion – Caritas, Catholic Mission and St Vincent de Paul. Activities included casual shorts Fridays during Lent, Easter egg guessing competition, crazy sock day and a Christmas hamper.



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

The Diocese of Wagga Wagga Catholic Schools Office has 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.



## Section 6: Curriculum

St Peter's follows the NSW Education Standards Authority syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

Subjects offered at St Peter's are English, Mathematics, Human Society and Its Environment (History and Geography), Science and Technology, Physical Development, Health and Education, Creative Arts, as well as daily Religious Education instruction. Information Technology is integrated across all subjects. Students from Yr 3-6 have had opportunities to participate in external programs, such as the CSO instrumental program and the University of NSW ICAS external assessments in the areas of English, Science, Digital Technologies and Mathematics.

During Term 1 the students from Yr 3 to 6 took part in the Australian Arts Alive (a3) program. This consisted of fortnightly visits from trained a3 singers to teach the students a variety of songs to sing and dance to. At the end of the term the students joined with other schools to perform at a concert to showcase their talents.

Students with additional needs are supported through intervention programs such as Reading Recovery in Stage 1 and differentiated and targeted teaching in class.

Students participated in a wide variety of external sporting competitions and had access to skill development programs in swimming and AFL.

During Term 4 all students hit the stage for the whole school production an 'Aussie Songbook' which showcased the many talents of the students. Each class focused on a decade of Australian music and performed dances and movement to entertain the audience.



## 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.

The tables below show the percentage of students who achieved particular skill bands in numeracy and the aspects of literacy. The School/ College results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

<b>Year 3</b>	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 6	14%	-	14%	29%	14%	14%	14%
Band 5	14%	14%	14%	14%	43%	43%	29%
Band 4	29%	-	29%	14%	-	-	14%
Band 3	29%	86%	-	14%	43%	43%	43%
Band 2	14%	-	29%	29%	-	-	-
Band 1	-	-	14%	-	-	-	-
<b>Year 5</b>	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 8	22%	-	-	33%	11%	22%	22%
Band 7	22%	11%	22%	22%	22%	11%	22%
Band 6	33%	33%	33%	22%	33%	33%	11%
Band 5	22%	55%	22%	11%	11%	11%	22%
Band 4	-	-	22%	11%	22%	22%	22%
Band 3	-	-	-	-	-	-	-



## Section 8: Pastoral Care and Well Being

St Peter's School community believes an effective Pastoral Care and Behaviour policy is essential if we are to truly reflect the ideals expressed in the School's vision and to be able to achieve the educational aims of the school. The Pastoral Care and Behaviour Policy is an expression of the aims of the school community for the development of positive and productive relationships among members of the community. It outlines how the school and teaching/learning can be organised so that most problems are prevented and those that occur are dealt with constructively.

During Term 2-4 this year the school implemented the Peer Support Program using the Yr 6 students as leaders. The school was divided into 3 multi-age groups and completed a range of activities and games in the areas of reliance, optimism and values.

On two occasions during 2017 students in K-3 and Yr 4-6 completed a Wellbeing survey to find out their views about the school and how well it supports student wellbeing. These results were analysed and initiatives such as the Peer Support Program were implemented to help meet the students' needs.

### Discipline Policy

St Peter's School believes that every child has the right to learn and play in a safe and happy school environment. During 2017 a new Behaviour Management Program was written and implemented. A key to this program is the five baseline expectations – Speak and act with kindness; Helping hands not hurting hands; Right time, right place, right task; Staying safe, playing safe and Be respectful. Students following these expectations are rewarded in a variety of ways and conversely students not doing the right thing follow a set of consequences. Corporal Punishment will not be used at St Peter's Primary School, Coleambally.

### Anti-Bullying Policy

St Peter's School believes that every child has the right to learn and play in a safe and happy school environment. The school has an Anti-Bullying policy which defines bullying, gives some examples and outlines strategies to be used to deter bullying behaviours. We were fortunate to have a visit from our local Police Youth Liaison Officer who spoke to the K-3 and Yr 4-6 groups about bullying and strategies to help you or anyone experiencing bullying.

### Initiatives Promoting Respect and Responsibility

During 2017 the Year 5/6 class were involved 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 to 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.

### Complaints and Grievances Resolution Policy

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese. **All schools are to have a link to the Complaints and Suggestions Policy on the school/college website.**

The implementation of this policy is monitored by the Catholic Schools Office.



## 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 CSO for 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 CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

## Section 9: School Review and Improvement

Each year St Peter's develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.

In 2017 the school's Annual Improvement Plan had four improvement targets which are listed below together with the evidence of achievement:

1. To improve students' knowledge and understanding of liturgies and the symbols used. This was achieved through in-servicing of teachers and then the regular class and whole school liturgies that were timetabled during the year.
2. To improve students' social and emotional wellbeing by focussing on areas of need from students and teacher surveys. This was achieved in some areas of need identified from the results from of initial survey such as an increase of 22% in K-3 students 'I have at least one friend who cares about me' from 69% to 91%.
3. To increase explicit teaching and student learning through the use of learning intentions and success criteria in Mathematics lessons. After in-servicing run by the Targeted Maths Teacher improvements in explicit teaching and the use of learning intentions were evident in all classrooms for Mathematics.
4. To increase the use of student assessment data to establish clear targets for improvement and monitor and report on long term progress of students. An improvement in the use of assessment data to guide future teaching and monitor student progress was evident especially in Mathematics with the use of the Mathematics Assessment Interview (MAI) data to inform focussed teaching and learning opportunities.



## Priority Key Improvements for 2018

The improvement targets on the 2018 Annual Improvement Plan are as follows:

1. To improve the school community's active engagement in the liturgical life of the school/parish.
2. To maximise the use of student learning time each lesson.
3. To strengthen the school's wellbeing program.
4. To increase effective and timely feedback to students through the use of learning intentions and success criteria.
5. To build more effective partnerships between home and school.
6. To build teacher capacity and improve classroom practice through utilising the Google suite.



**Section 10: Parent, Student and Teacher Satisfaction**

**Parent Participation**

The information below is a guide only. You may write this to suit your school.

Parents are the primary educators of their children and are always welcome at **School/ College**. 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 the **School/College** has used a variety of processes to gain information about the level of satisfaction with the **School/College** from parents, students and teachers.

**This is where you could add information about the School Council, Parents and Friends and other areas where the school and parents work together**

**Parent Satisfaction**

Highly Satisfied	Satisfied	Dissatisfied
54%	38%	8%

You may use survey data or use quotes from parents about their level of satisfaction. You are not restricted to or limited by these tables

**Student Satisfaction**

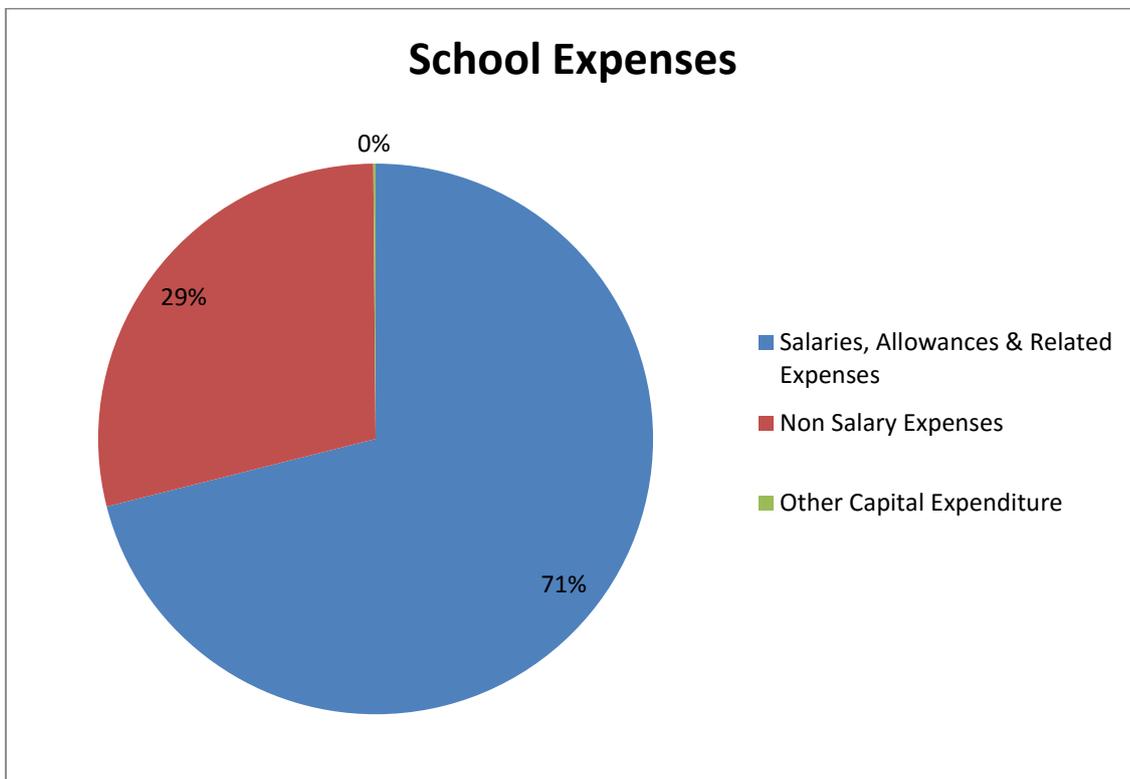
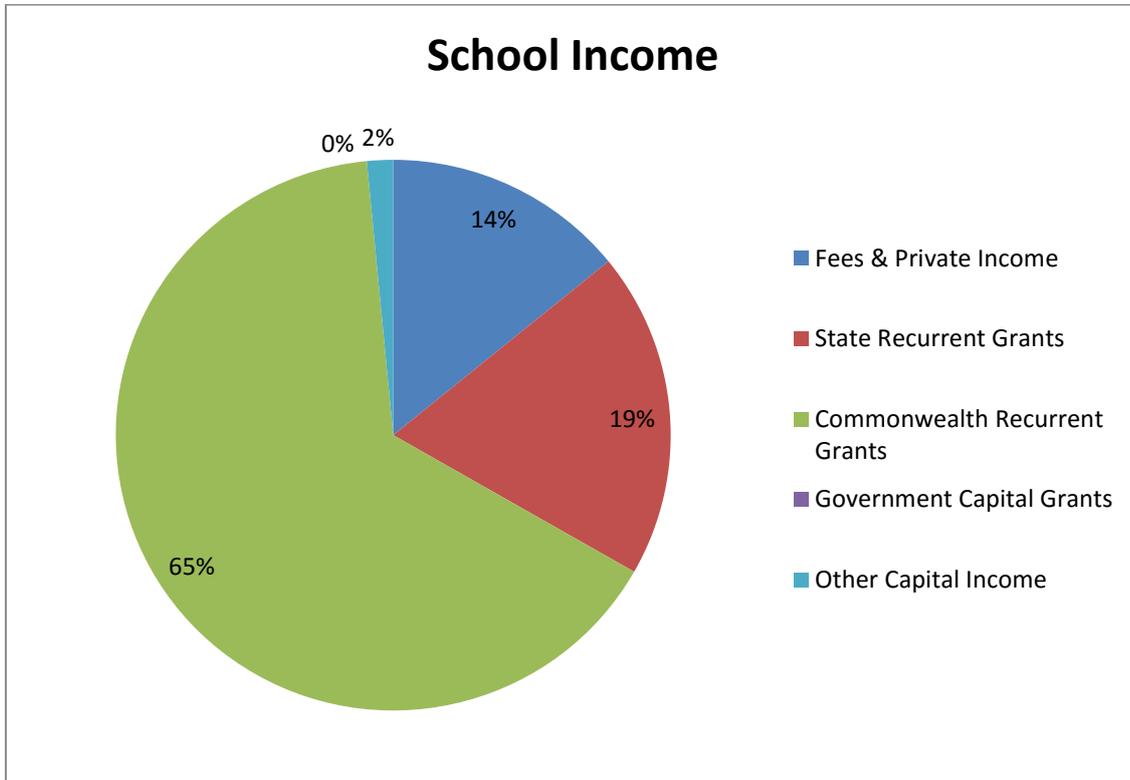
Highly Satisfied	Satisfied	Dissatisfied
41%	54%	5%

**Teacher Satisfaction**

Highly Satisfied	Satisfied	Dissatisfied
40%	60%	0%



## Financial Report





## Appendices

### Appendix 1



## ST PETER'S ENROLMENT POLICY

The accepted practice for enrolment at St Peter's school is to give preference to children of Catholic parents who wish to enrol their child at the school.

This practice does not exclude the children of any parents being enrolled at the school.

The accepted practice is to enrol children who turn five (5) years of age by June 1st.

Children whose birth date is after 31<sup>st</sup> May and before July 31<sup>st</sup> may be enrolled after discussion with the Principal and counseling concerning the difficulties that may be experienced by such children. The possibility of the child being asked to repeat a grade should also be explained at this time. If the parents wish to enroll their child they are asked to sign a form indicating the steps that have been followed.

Children with special needs, e.g. deaf, partially sighted, or with other handicaps, may be enrolled, but only following careful discussion between parents, Principal and the Special Services consultant of the Diocese of Wagga. Enrolment will depend on the meeting of all aspects of the Diocesan Policy for enrolment of these children.

The Public Health (Amendment) Act 1992 requires that the school obtain from parents enrolling children in our school an IMMUNISATION CERTIFICATE. This Certificate will document the Vaccine-preventable diseases that the child has been immunised against. Any child whose parents do not provide a certificate will be deemed as being unimmunised and must be excluded from school should an outbreak of any of the vaccine-preventable diseases, for which they are not immunised, occurs.

The vaccine-preventable diseases are: -

DIPHTHERIA  
TETANUS  
WHOOPING COUGH  
POLIOMYELITIS  
MEASLES  
MUMPS  
RUBELLA

## ENROLMENT POLICY FOR DIOCESAN SYSTEMIC SCHOOLS – CSO POLICY

### Policy Statement

All parents give a firm commitment that they accept and support the life, nature and identity of the Catholic school, including the participation of their children in religious education programmes.

No enrolment is denied simply because of an inability, as against an unwillingness of the parents/carers to pay.

N.S.W. Legislation allows for the enrolment of children into Kindergarten who turn five before 1 August. Parents of children who turn five after 30 May are advised by the principal of the possible implication for their child. Students are to start school by the age of 6.



The closing date for enrolment in a class for the following year is advertised through the Parish newsletter, feeder schools and public notices.

Enrolments after closing date are accepted depending on suitability, the criteria in (i) or (ii), and vacancy in the year group.

### **Priority Enrolments**

Date of application is used to determine a priority order within a category.

'If the number of applications exceeds the number of vacancies then the age of the student becomes applicable. Older children are accepted first.'

#### **(i) Primary Schools:**

1. Catholics within the Parish.
2. Catholics outside the Parish.
3. Non-Catholic students in agreement with Catholic ethos.

#### **(ii) High Schools/Colleges:**

1. Catholic students from Catholic feeder schools or from parishes without Catholic Primary schools.
2. Catholic students from other schools.
3. Non-Catholics students in agreement with the Catholic ethos from Catholic Schools.
4. Students in agreement with the Catholic ethos from non-Catholic schools.

#### **(iii) Boarding Schools**

1. Acceptance into a boarding school depends on the applicant's acceptance into a Secondary School based on the above criteria and assessment of suitability for boarding.

### **Parent Responsibilities**

All parents applying to enrol their children in a Catholic Diocesan school complete the official Application for Enrolment form and return it by the due date.

Parents are prepared to abide by the provisions of that form, especially with regard to the support they give the school in the Catholic education of their children.

The enrolment process usually includes an interview between the prospective student, parent/carer and principal to ascertain readiness and suitability of the student for the school.

Reviewed 27<sup>th</sup> March 2017



## Appendix 2



### ENROLMENT PROCEDURES

St Peter's Primary School adopts and follows the CSO's Enrolment Procedures.  
**Catholic Schools Office - Diocese of Wagga Wagga**  
**Enrolment Procedures**

#### **Pre-Enrolment/Process**

Pre-enrolment may be made at anytime. An enrolment application and prospectus is available from each school office and will be supplied on request. Once completed, the form needs to be returned to the school. The school may request an interview with the parents/student. At this interview all required documentation must be available for checking.

1. Application forms and enrolment handbooks are available from each school office and will be supplied on request.
2. Publish closing date for general enrolments.
3. All sections of the enrolment form should be completed and returned to the school prior to the closing date for enrolments.
4. Once the closing date has passed, the school will arrange an interview with the parent and student.
5. All documents, where possible, must be provided and reviewed prior to the interview (Visa documents must be sighted at interview and certified by the principal). Birth Certificate must be provided; a copy needs to be attached to enrolment application.
6. The school should prepare student application files for use by the principal at the time of interview.
7. Principals are required to contact the appropriate personnel in McAlroy House, if an application falls into the following categories:
  - enrolment of students with special needs/learning difficulties
  - enrolment of non-Australian citizens
  - enrolment of temporary residents
  - enrolment of students on student visas
  - enrolment of exchange students
  - enrolment of students on visitor's visas
  - enrolment of ESL – New Arrivals
  - enrolment of LBOTE students
  - enrolment of Indigenous students
  - part-time enrolment

#### **Enrolment Interview Process**

Enrolment forms must be completed prior to the interview. Copies of all necessary documentation need to be taken to the interview.

The Enrolment form has been developed to support schools in determining eligibility for support or funding for some students including international students and students with special learning needs. The decision on where to enrol a student, and with what level of support, will depend on a number of factors, including a student's educational needs, the capacity of the system to provide the level of support services required and the funding available.

1. Student enrolment application file needs to be provided to the principal prior to interview (included in file should be completed application form and checklist for appropriate documentation).
2. Principals should verify all documentation provided as true and accurate at the time of interview.
3. Visa need to be sighted at the interview (copies must be signed by the principal to authenticate the document).



4. Principals may need to inform applicants of extended enrolment processes should there be any need to obtain information about a student's learning and development need, or any details regarding enrolment suitability.

### **Enrolment**

After the interview and enrolment process has been finalized, those families of students who have been accepted will be notified by the enrolling school.

### **Enrolments after Closing Date**

Enrolments for Kindergarten and Year 7 can be accepted after the closing date. These applicants however, do not take priority over applications received by the closing date. If the school has places available they will need to be processed following the same process. If no vacancy exists they should be placed on a waiting list.

### **Refusal of Admission**

The principal may, after consultation with the Parish Priest and appropriate authorities, refuse an application for enrolment. A probationary enrolment period is not available.

The principal has the ultimate decision when accepting an enrolment. This decision may be made in consultation with the Parish Priest and staff at the Catholic Schools Office.

### **Privacy Legislation – Collection Notice**

Each school collects information, including sensitive information about pupils and parents or guardians, before and during the course of the pupil's enrolment at the School. A collection notice needs to be included with each enrolment form sent out from the school.

Enrolment forms must also collect sensitive information in regard to the family that is necessary for the government in regard to funding of schools.

### **Enrolment of Students with Disabilities**

Principals must refer to the Student Support Handbook, Sections 1.5 for the Disability Discrimination Act, and 1.6 for the Disability Standards for Education 2005, when responding to and processing enrolment applications from students with extra support needs or disabilities. The ascertainment process, Section 2.1 of the Student Support Handbook, must be followed by principals where there are enrolment applications for students with a significant level of need.

### **Enrolment of Non-Australian Citizens**

Non-Australian citizens entering Australia must hold a valid visa and are subject to the specific travel, entry and residency conditions set by the Department of Immigration and Multicultural Affairs (DIMA).

Education is compulsory for non-Australian citizens between the ages of six and fifteen holding a visa granting them permanent resident status and New Zealand citizens holding current New Zealand passports. Outside these ages, non-Australian citizens may enrol under the same conditions as Australian citizens.

Non-Australian citizens holding a temporary visa are subject to specific enrolment conditions as outlined below:

#### ➔ **Temporary Residents**

The temporary resident visa allows for the enrolment on a temporary basis of school aged students in a New South Wales school. Enrolment is only for the period specified on the visa. Visa numbers need to be checked by appropriate personnel at the CSO before enrolment is accepted. Students may be Full Fee Paying overseas student.

#### ➔ **Exchange Students**

Exchange students may enrol in systemic high schools for a period of one to twelve months on student visas. Their enrolment is arranged with the principal by the exchange organisation prior to their arrival. Enrolment is at the discretion of the principal.

#### ➔ **Visitor Visas**

Visitor Visas include business visitors, medical treatment visitors and tourists.



A student on a visitor visa may be able to enrol for a maximum period of three months which cannot be extended.

Under Commonwealth Government regulations, international students holding temporary visas have a lower enrolment priority than Australian citizens, permanent residents and approved temporary residents. If students on visitor visas directly approach a school they should be referred to the Catholic Schools Office.

→ **Bridging Visas**

Non-Australian citizens are granted a bridging visa if they have an undetermined application for a substantive visa before the Department of Immigration and Multicultural Affairs (DIMA). Bridging visas come into effect when the initial substantive visa has expired. Prospective students on bridging visas may be enrolled if the visa states that the holder has work rights.

**Post-Interview**

1. Once all interviews are completed advice of the outcome of the interview can be sent.
2. If vacancies exist, those applicants who were accepted after the closing date will then need to be processed following the same process.
3. If no vacancy exists, applicants should be advised that the application has entered the waiting list.

**Enrolment**

1. Once a place has been accepted all appropriate data needs to be recorded on SAS 2000:
  - to comply with legal requirements
  - for school administration purposes
  - for accountability and reporting requirements.
2. All communication with applicants and McAlroy House staff in regard to the applicant's enrolment must be filed in the appropriate student files

Reviewed 27<sup>th</sup> March 2017