

# 2022 ANNUAL REPORT

ST PETER'S PRIMARY SCHOOL, COLEAMBALLY



# 2022 Annual Report (Primary)

## About this Report

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

St Peter's Catholic 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 of Wagga Wagga. This report has been approved by Catholic Education Diocese of Wagga Wagga and in so doing, acknowledges that St Peter's Catholic 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 Catholic Primary School newsletters and other forms of communication. Further information about St Peter's Catholic Primary School may be obtained by contacting the school directly or by visiting the [school's website](#).

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

### Message from the Principal

St Peter's Catholic 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. We aim to cater to each child's learning needs within the classroom. 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 were some of the interventions the students had the opportunity to participate in.

This year, teaching and learning continued to thrive at St Peter's. Data continued to be analysed and used to inform instruction in all classrooms. This had a great impact on students' learning outcomes. 2022 NAPLAN data revealed that St Peter's Primary School achieved the highest average NAPLAN results in the Riverina.

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St Peter's Catholic Primary School teachers participated in ongoing professional development throughout the year and engaged in Professional Learning conversations to set learning goals and explore new strategies to apply in the classroom. Our Maths Focus Teacher and Literacy Instructional Coach continued to work collaboratively with the teachers to build teacher capacity in Mathematics and English.

St Peter's was fortunate to trial the Lighthouse Project Pedagogy in K/1/2. The students were highly engaged in the program and enjoyed Religious Education lessons. The Project will be rolled out across the school in 2023. St Peter's continues to live its motto, 'The Way, Truth, Life'. The faith life of students and their families was nurtured through prayer opportunities, liturgies, the Sacrament of Confirmation and formal lessons leading to a greater understanding of the mission of Jesus and the Catholic traditions. Thank you to Father Blaise for his spiritual guidance and involvement in our school, including celebrating masses with us. We value his input into the education and faith development of our students.

During the year, the school's playground and COLA area had some updates. We now have a shade sail over the playground to provide shade and protection and some non-slip line markings on the COLA to engage students in their play and learning. These include chess, snakes and ladders, 100's charts and an exercise course. We also purchased some school cubby houses and playground games to enhance developmental play during lunch and recess.

After a few years of COVID, it was fantastic to have increased parent engagement throughout school events and fundraising activities. Our school council and fundraising committee worked countless hours and organised a very successful school fete. It was a fantastic evening, and the community spirit was certainly buzzing again.

St Peter's Primary School offers a safe and supportive learning environment where all students continue to thrive. We are privileged to be a part of a school with devoted teachers and support staff. They are to be applauded for how they work together to go above and beyond for the students daily. The dedication, passion, and support each and every one of our staff has shown our school community and students is amazing.

### **Message from the Parent Body**

Firstly, I would like to thank my fellow school Advisory council members, Brooke Daniher, Tara Pound, Ben James, Ben Witham and Bernie Star, for their commitment to our School Advisory Council.

This year we have been able to get back to a more normal pre-covid routine. Our students have had the opportunity to attend cultural learning activities with neighbouring catholic primary schools, complete religious sacraments, and school excursions, attend musical activities and many sporting events. Many individual and team achievements were made. A special mention to the PP5 athletics relay team for making it to the NSWPSSA state finals and to the PP5 swimming relay team for claiming second at the NSWPSSA state final.

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This year we were finally able to hold our school fete, and from all reports, it was a fun-filled social night. Thank you to Tara Pound and the fundraising committee for all your efforts in coordinating this major event. Monies raised from this event are being used to subsidise activities for the students, such as the Happy Healthy Harold visit, Altina Wildlife excursion and future excursions to Borambola and Canberra.

Our new play equipment area was completed this year with the installation of a shade sail over it. We have also been successful in securing a grant to purchase new cubby houses, along with donations from local businesses. These will be constructed and painted in 2023.

A special thank you to our tuckshop coordinator, Bec Boag, for organising the running of the tuckshop each Monday. Our parents and the children are grateful to have the opportunity to purchase from the tuckshop each week.

I would also like to take this chance to thank all the parents and children of St Peter's for your consistent willingness to put your hands up and help out through tuckshop, fundraising events, school working bees, school carnivals and activities around the school. Many hands make light work and your time and efforts are greatly appreciated.

To our dedicated teachers and staff of St Peter's, we appreciate all the time and effort you put into educating our children and making their schooling years a fun and memorable time. We are very lucky to have such a wonderful skilled staff guiding our children.

Craig Perkins

*School Advisory Council Chairperson - Presentation Night Speech 2022*

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

My name is Marcus Star, and I have been at St Peter's since kindy 2016. My favourite thing about St Peter's is the care the teachers and staff give to all the students in our school community and how safe I feel when in our school premises. My name is Charlize Perkins, and I have been at St Peter's since Kindy 2016. My favourite thing about St Peter's is getting to know everyone from K-6 and knowing practically everyone in our school community. The support the staff show to the students is amazing.

As School Captains, Charlize and I attended many events, such as ANZAC Day in Darlington Point and Remembrance Day in Coly. We also participated in NAIDOC Day in Jerilderie, and although we had some Covid restrictions, the Borambola excursion was still a great success.

With Covid restrictions easing, we had a fantastic sporting year with many more students attending Diocesan and Deanery swimming, athletics and cross country. We have had good team sports days, such as Mortimer Shield, Jackie Murphy Netball Cup, Trent Barrett and Touch gala. In 5/6 we went to some tryouts and had some success in Netball and Women's AFL.

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The main memory for us from Borambola is all the fun we had swimming through the mud during the mud run and our teachers participating in all the activities with us.

The school fete was a big success and raised money for our school community. Everyone said that it was a great school fete and that they had enjoyed it.

Another great success this year was the year 5/6 Confirmation. We had a great time with the Bishop and Father Blaise. Bishop Mark taught us a way of remembering the fruits of the Holy Spirit. He also included Fergus and made it feel like everyone knew what was going on throughout the mass. We thank them for leading us in a beautiful Confirmation Mass.

Our school has been represented proudly at state multiple times, and we hope we have made this school proud of our achievements and graduating year 6 class. I would like to thank Miss Daniher for being the best principal and supporting us as a leader in our school community, Mr Smith for being a great school teacher. To our other wonderful St Peters staff, thank you for making our school years so enjoyable and memorable. Thanks to our fellow Year 5's for being great classmates. We would also like to thank the parents for making fun activities and events happen and the school council for organising the events and activities in our school community.

Charlize Perkins and Marcus Star  
(2022 School Captains Presentation Night Speech)

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### Section 2: School Features/Context

Coleambally is one of three towns within the Murrumbidgee Shire. Two primary schools feed into either Coleambally Central School, St Francis de Sales Regional College, Leeton or Marian Catholic College Griffith for 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 that, despite several drought years and Covid, 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 southwest of the Riverina. The school has a proud history and celebrated its 53rd birthday in 2022. 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 2022, there were four classes ES1 - 9am-12:30pm, 1/2, 3/4 and 5/6. The classes were supported by four classroom teachers, a reading recovery teacher, an Inclusion and Diverse Learning Teacher, a Maths Focus Teacher, Literacy Instructional Coach and a Teacher Assistant. The parish priest, Father Blaise, conducted masses throughout the year and supported the children through the Sacramental Program. St Peter's is one of 24 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.

### Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2022:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Indigenous</b>	<b>Total</b>
15	21	0	4	36

\*Language background other than English

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### 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. See CEDWW policy [HERE](#).

### 2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	94%
Year 1	88%
Year 2	94%
Year 3	92%
Year 4	92%
Year 5	91%
Year 6	90%

The average student attendance rate for 2022 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 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 well being 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.

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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 of Wagga Wagga or designated Catholic Education Diocese of 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 7 teachers and 3 support staff at St Peter's Primary School. This includes 5 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	
Proficient	7

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.

#### 2022 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

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In 2022, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

Improvement Plan:

### **Catholic Identity and Mission**

- Social justice opportunities and outreach (Serving Christ in Others)
- Student engagement in Religious Education lessons
- Religious Education programming, Scope and sequences and pedagogy

### **Learning and Teaching**

- 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
- Monitor and maintain literacy data walls and embedding an English Agreed Practice Improved collaborative planning in the area of literacy and development of teaching and learning programs
- To work with staff to increase knowledge and skills in the area of Literacy, especially in the area of writing
- Learning Collaborative - embed the work of Lyn Sharratt into the school's daily teaching practices and continue to develop a data wall to assist with teaching and learning
- Continue to analyse and work on developing a Mathematics data wall to inform teaching and implement Tier 2 interventions to improve student learning.
- Unpacking the new English and Mathematics Syllabus

### **COMMUNITY AND CULTURE**

- Developing partnerships with local agencies and groups to develop community relationships with the school
- Develop and improve student voice throughout the school.

### **LEADERSHIP AND STEWARDSHIP**

- Reviewing and developing school policies, guidelines and procedures so they are compliant with government and CEDWW requirements
- Implementing a new finance system throughout the school.

Staff participated in professional learning focused on priority areas from the school's Annual Improvement Plan. This complemented Learning and Teaching within the school, focusing on up to date educational research from leading academics. The school changed the staff meeting structure so that each fortnight was dedicated to professional teacher learning. Professional learning and development included:

- Child Protection
- Duty of Care

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- First Aid
- CPR
- The Light House Project Professional Development
- Staff wellbeing toolkit
- Student wellbeing
- The Learning Collaborative with Lynn Sharratt
- Student case management meetings
- Learning Data analysis
- School wide focus on writing - oral language
- School wide development of success criteria for writing
- School Wide Writing Marking Tool
- Micheal Murray English Concepts
- Professional Development Curriculum Reviews
- The Maths Assessment Interview
- English and Mathematics new syllabus training
- Inclusion and Diverse Learning staff meetings and training
- NCCD moderation training,
- Governance professional development
- Maths intervention strategies including intervention
- SeeSaw and Google Classroom for remote learning
- Disability Standards- eLearning
- TransFORMATIVE learning statements (CEDWW initiative)
- Staff spirituality
- Assessment and reporting

### 2022 Staff Professional Learning Plan

### 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 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, one of Jesus' disciples and the first pope. The school song, 'I Am Your Rock', is a conversation between Jesus and Peter written by singer/ songwriter Andrew Chinn for the school. The school motto, 'Way, Truth and Life' is instilled within the school community.

#### **Liturgical Life of the School,**

The school enjoys a rich liturgical life as part of the Darlington Point Parish. Regular school Masses and liturgies are held throughout the year where students and their families are involved. Students from Years 3–6 were offered opportunities to receive the sacrament of penance each term. The Year 6 students were confirmed by Bishop Mark Edwards OMI at St Peter's Church this year.

#### **Staff and Student Faith Formation**

Staff and student faith formation are 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 engaging Religious Education Program that is carefully prepared and presented. School-based sacramental programs prepare and inspire students to begin a life-long journey of faith and worship. This is complemented by the spiritual opportunities experienced in the many liturgical experiences offered each week. St Peter's engaged a new Religious Education Pedagogy with the CEDWW this year called the Lighthouse Project. Students responded extremely well and were very engaged in their religion lessons.

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 heavily involved in the local community and help out with different fundraisers throughout the year to help others in need. Year 5–6 visits to the local aged care hostel were

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limited this year due to COVID, however, the class tried to stay in contact wherever they could.

### **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.

During the year, staff members participated in additional post graduate studies in Religious Education. All teaching staff of Religious Education participated in twelve additional hours of accredited professional learning over the year to maintain their accreditation levels within the Catholic Diocese of Wagga Wagga.

A Staff Meeting each term was allocated to Religious Education. This is 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,

The 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 (KLA's) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

At St Peter's we offer students Special focus areas and interventions within the curriculum; these include:

**Instructional Leader in Literacy** - 2021-2022 focus on writing K-2 - The role of the Instructional Teacher is to work with classroom teachers to build capacity in instructional practice, model and implement effective teaching approaches and advance student understanding and achievement in English and Literacy. Central to this approach is the belief that every student can and will learn. This role places student learning at the centre and promotes a culture explicitly focused on learning and achievement. This role supports schools in successfully implementing key literacy practices and pedagogies to improve student achievement and attainment in English and Literacy.

**Instructional Leader in Mathematics** - Teachers are supported to build their capacity in delivering effective and engaging maths Instruction:

- Guided with planning and preparing mathematics programs that reflect key mathematical concepts.
- Use assessment to differentiate and target mathematical learning for all students.
- Deliver mathematics programs in a sequence that builds upon previous learning to deepen students' mathematical understanding and application.
- Students are provided with opportunities to engage in challenging and creative Maths lessons.

**Royal Far West** - Royal Far West specialises in supporting children's developmental, mental and behavioural health so they can reach their full potential. They provide multidisciplinary health, education and disability services for country children aged up to 12 at the Centre for Country Kids in Manly, via telecare and through community outreach. They work to address service gaps and support the most vulnerable families and communities. Culturally sensitive and community-focused, they are nimble, adaptive and go where the gaps are, to ensure no country child is beyond reach. Royal Far West's multidisciplinary team consists of 90+ paediatric clinicians, including psychiatrists, paediatricians, psychologists, speech pathologists, occupational therapists and other allied health professionals.

**Reading Recovery** - Focus on Year 1 - Students are selected for Reading Recovery based on individual measures of assessment and teacher judgement. Their classroom literacy program is then supplemented with daily one-to-one lessons of 30 minutes. The series of

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lessons runs for 12–20 weeks with a specially trained teacher. The lessons consist of a variety of experiences designed to help children develop effective reading and writing strategies. Reading Recovery continues until the child can read within or above the class average and has demonstrated the use of independent reading and writing strategies. The student's lesson series is then 'discontinued', allowing another student to be selected.

**Inclusion and Diverse Learning Teacher** - The school's Inclusion and Diverse Learning Teacher assists the school community in supporting students with diverse learning needs, collaborating with allied health professionals and working collaboratively with parents to ensure their child's needs are being met.

**Aboriginal Support Community Worker** - The school Aboriginal Community Worker assists with integrating Aboriginal education into the teaching and learning and supporting Aboriginal students and their families. They work closely with the Aboriginal school community, which may involve visiting households as a wellbeing check, assisting with understanding school procedures and being a contact person for the family if needed.

**MiniLit and MacLit** - MiniLit and MacLitis are evidence-based, explicit and effective early literacy intervention programs for teaching reading skills to children who are in the bottom 25% of the expected range for their age group. MiniLit is a Tier 2 small group program (up to four students per group) within a Response to Intervention framework. MiniLit is an integrated and balanced program of 80 carefully structured lessons, divided into two levels of 40 lessons each.

**Centre For Effective Reading** - The NSW Centre for Effective Reading provides a model in which students who demonstrate low progress following evidence-based classroom teaching will receive additional support through a targeted daily intervention program. Assessment information is used to determine the level of support a student requires. A three tiered system of support is available for students and teachers:

Examples of other support offered to the students included:

- Small group reading program targeted at individual students
- Targeted Mathematics Teacher 3–4
- Indigenous Culture Day (NAIDOC DAY)
- Life Education Van
- Catholic Schools Week
- Sporting Schools Program
- Weekly Instrumental Program
- Centacare Wellbeing Practitioner
- Gymnastics program

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

#### NAPLAN 2022 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2022, all CEDWW schools completed NAPLAN Online.

#### Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	4	384.2	406.9
Reading	4	447.2	444.7
Writing	4	445.9	432.7
G&P	4	405.2	444.3
Spelling	4	374.6	429.4
Year 5			
Numeracy	5	534.0	495.6
Reading	5	551.6	513.2
Writing	5	507.1	492.0
G&P	5	527.4	506.1
Spelling	5	515.1	512.9

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### Section 8: Pastoral Care and Well Being

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Well Being Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

St. Peter's Primary School believes that every member of the school community maintains the right to a safe and secure environment and in turn, the responsibility to create and maintain a safe and secure environment. To achieve this, the staff and students maintain a Rights and Responsibilities protocol in the areas of personal, educational and environmental.

It is the responsibility of all community members to actively work towards achieving an environment where all are cared for and respected. It is crucial that all participants involve themselves in this process with commitment and confidentiality to ensure the safety of all. It is important for all to reflect on the school's 'Vision and Mission' and 'Exit Outcomes' as these are the overarching goals for the school and the students.

St Peter's Primary School:

- staff work collaboratively to support students and their families.
- staff work collaboratively with Centacare and the School Wellbeing Officer to address and/ or source resources to meet the needs of students and their families.
- implements [the Australian Student Wellbeing Framework](#). It is the platform upon which CEDWW and St Peter's procedures are based to promote safety and wellbeing.
- holds wellbeing meetings fortnightly to evaluate student wellbeing and set goals for the students as a whole school, classes and individuals. In between these, wellbeing is on a weekly staff meeting agenda to address anything that arises throughout the term.
- Centacare Wellbeing practitioner is available to students on Wednesdays every Fortnight. Referrals are made from the Wellbeing meeting. The Wellbeing hub is open on Wednesdays for the students to engage in gardening and mindfulness activities.
- Our IDLT and principal collaborate with allied health professionals and work collaboratively with parents to ensure their child's needs are being met.

### Discipline Policy

Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

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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. These five expectations are in place at St Peter's, for all members of the community, in order to promote positive behaviour and include:

- Speak and Act With Kindness
- Helping Hands, Not Hurting Hands
- Right Time, Right Place, Right Task
- Staying Safe, Playing Safe
- Be Respectful

St. Peter's Primary School believe that every member of the school community:

- Has the right to a safe and secure environment.
- Has the responsibility to create and maintain a safe and secure environment.

The positive Behaviour for Learning Policy at St. Peter's Primary School aims to provide a safe, caring and supportive learning and teaching environment. The policy helps students to demonstrate responsible behaviour and a sense of self-worth, respect and consideration for the feelings, rights and property of others. It aims to maximise opportunities for learning and teaching.

St. Peter's aim is to promote each student's religious, academic, physical and personal development. Behaviour management plays an important part in the shaping of a child and that successful behaviour management needs to be supported by the school, parents and children.

We believe that positive behaviour can be developed and supported through:

- The provision of a relevant and age appropriate curriculum;
- The provision of opportunities to negotiate learning tasks;
- Encouraging students to make positive choices about how to satisfy their needs;
- High expectations for students and their learning;
- Empathy for students' out-of-school lives;
- Acknowledgement, reinforcement and feedback for appropriate behaviour;
- Norm-setting, and
- The provision of time out for students so that teachers can get on with teaching.

Corporal Punishment will not be used at St Peter's Primary School, Coleambally and is not condoned by the school in or out of school hours. St Peter's does not explicitly or implicitly sanction the use of corporal punishment by non-school persons, including parents, to enforce discipline at school.

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### Anti Bullying Policy

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Students and staff of St Peter's Primary School maintain the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Bullying is taken seriously and is not acceptable in any form. There are structures set up within the school to reduce and prevent bullying and teasing and to equip children with appropriate social skills to counter bullying. Instances where bullying and teasing do occur, are dealt with in a way that provides support for both the victim and the bully, providing a framework to reduce and prevent further bullying.

Teachers, students, parents, caregivers and members of the wider school community are responsible for working together to address bullying.

Any inappropriate behaviour that prevents or limits teaching and learning in school and interferes with the wellbeing of students is not accepted. St Peter's follows the CEDWW Anti Bullying Policy.

### Initiatives Promoting Respect and Responsibility

Respectful Behaviour and Responsibility are promoted on a daily basis. Posters are displayed throughout the school, developed by students and staff and are referred to in general conversations and lived by all community members.

Strong community involvement is encouraged through a variety of activities:

- ANZAC Day
- Participation in local events,
- Visits to the retirement village
- Participation in parish events
- Inviting the community to school for productions
- Engaging in activities with the preschool.
- Artwork displays and school performances.

During the year, the 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 visited when they could.

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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 with the preschool students and involve them in activities and games throughout the day. The Coleambally Preschool visits on a regular basis to engage in activities and games with the children. This is a fantastic way to interact with the community and assists preschool children with their transition to school.

### Complaints and Grievances Resolution Policy

Catholic Education Diocese of Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#) & Procedures [HERE](#).

### 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 of 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 of 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.

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 documents in 2022.

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

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

See CEDWW Policy [HERE](#).

### Section 9: School Review and Improvement

Each year the 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.

#### 2022 Annual Improvement Plan

##### **Catholic Identity and Mission achievements for 2022**

- Religious Education (RE) staff meetings to target RE professional development with a focus on de-cluttering of programs and addition of key focus
- RE programs and third teacher walls reflect learning intentions and success criteria
- Staff Spirituality day- staff faith formation “Treasured Vessels”
- Staff Spirituality day- staff faith formation Lighthouse Project
- Service at Cypress view where possible with COVID restrictions

##### **Learning and Teaching achievements for 2022**

- Improved learning outcomes – measured through NAPLAN, PAT, formal and informal data collection.
- Literacy Instructional Coach – action plan. Improved writing skills across the school and teacher enthusiasm about teaching writing.
- Whole School Writing Monitoring Tool was developed and student work samples were moderated and tracked with staff.
- Teachers are more knowledgeable about using the New English syllabus.
- Waterfall model evident and visual in all classrooms
  - Evidence: MIA data wall
  - Evidence: Third Teacher is visual and explicitly used in all classrooms. Learning Intentions and Success criteria embedded for Maths and English (some other KLAS).
- Teachers work toward their own goals and evidence of impact through MyPaD
- Evidence: MyPad used during PLCs to monitor goals and upload evidence on the go as a way of celebrating success
- Growth for all students in punctuation and Vocabulary using the spelling data tracking tool.
- Development of a whole school Agreed English Practice and balanced English block in classrooms.

##### **Community and Culture achievements for 2022**

- Kitchen Garden program running for students years 3-6. St Peter's worked with Petaurus Education to get this started.

## 2022 Annual Report (Primary)

- Students worked with Local community artists and the Petaurus Education group to create Bittern Bird Artworks that were showcased at the National Bittern Conference and Griffith Art Gallery Road Show.
- Positive Behaviour awards to acknowledge positive behaviour.
- Staff meeting each term to address IDL student needs. Input from IDLT and assist teachers to update personal plans on the NCCD site.
- Introduction of a Mission and Stewardship Leader to guide events and work with teachers and students to create student voice around the school. Year Six students also met with the principal and well being practitioner to coordinate events within the school.

### **Leadership and Stewardship achievements for 2022**

- Playground design was re-developed and a shade sail was added to playground equipment.
- Alternative play activities (concrete marking) added to COLA.
- School Policies and procedures were updated and the school undertook the Registration process. We successfully passed.
- Staff are competent in using the new Finance Management System.
- All teachers/ staff are familiar and confident in using Compass Chronicle to monitor behaviour and attendance.
- Regular information shared with staff at weekly meetings regarding Compass Chronicles and events as record keeping.

## **Priority Key Improvements for 2023**

### **[2023 Annual Improvement Plan](#)**

## 2022 Annual Report (Primary)

### 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 the school used a variety of processes to gain information about the level of satisfaction from parents, students and teachers.

At St Peter's we have a School Advisory Council, which acts as an advisory body with the principal. There are 6 members on this team who meet termly with the principal. From this group, sub committees (eg: fundraising, social, uniform) are formed on a needs basis. Members of these sub committees are also made up of volunteers from the parent body.

#### Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
72%	28%	-

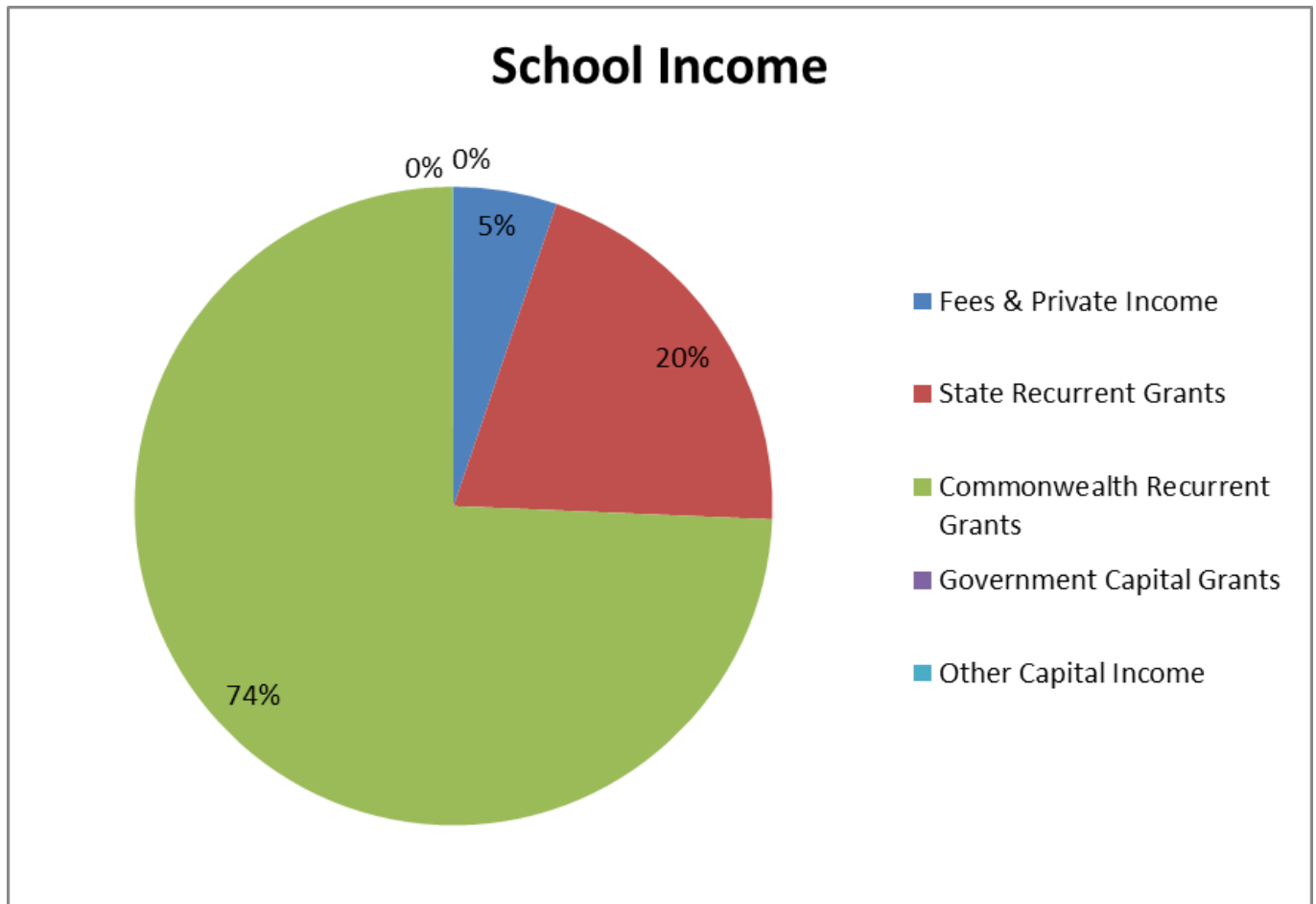
#### Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
83%	16%	1%

#### Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
80%	20%	-

## Financial Report



## School Expenses

