



St Peter's Coleambally

*A Community of
Faith*

St Peter's Primary School

2018 Annual Report



About this Report

St Peter's Primary School is registered by the NSW Education Standards Authority. Catholic Education Diocese of 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 Catholic Education Diocese of Wagga Wagga. This Report has been approved by Catholic Education Diocese of Wagga Wagga in consultation with the School Consultant who monitors the 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 St Peter's Primary School website.



Section 1: Message from Key Groups in Our School Community

Message from the Principal

We have come to end of another year of schooling here at St Peter's. It is hard to believe that a little over 12 months ago I was asked to come and be Principal at St Peter's Primary School. At that time, I was like many of our graduating Year 6 students here tonight a little nervous, scared, anxious, excited and energized at starting the following year in a new school, new role and with new people. Well how quickly has those 12 months flown by!!

Walt Disney once said 'You can dream, create, design and build the most wonderful ideas in the world, but it requires people to make the dream a reality'. This is certainly the case as a principal. The reality is that the learning experiences and projects that have taken place this year could not have happened without a great deal of commitment and support from the staff, parents and students.

This year, as a school we welcomed new staff, families and students to St Peter's while at the same time focusing our teaching and learning on English, Mathematics, Religion, PDHPE, History and Geography and Science and Technology. 2019 will see the introduction of a new Science and Technology Syllabus. The staff is to be applauded for the way in which they worked together collegially and implemented teaching and learning opportunities with positivity and enthusiasm. I am privileged to be a part of a school with highly capable and committed teachers and support staff. One of the critical factors of any successful school is the staff. There has never been a time when being a teacher has been more demanding or challenging. To our teachers and support staff, thank-you for your energy, passion and enthusiasm. What a privilege to be able to witness the joy that comes with the understanding or satisfaction of a problem solved, or the wonder of living new adventures through the world of literature and stories.

Our teachers are privileged each day to participate in their student's academic journey. They recognise and applaud just how hard their students try. They celebrate their students' achievements whether they be great or small and they share with pride the progress their students make with their learning.



A Community of Faith

Not a week goes by that we are not as a school celebrating the successes of our students, whether these successes be in the classroom, playing an instrument, on the sporting field or competitions such as ICAS or Mathletics.

As a school community we also treasure the opportunities where we worship together and celebrate our weekly class liturgies. Students have further developed their faith journey through the sacraments of Reconciliation, Eucharist and Confirmation. It is through these opportunities that we experience the message that God loves us in creative and engaging ways.

This year we have celebrated many successful school events such as our first ever Movie Night/combined Fete, which brought a new community event. Our students enjoyed excursions to Canberra and Borambola, with a whole school spirituality day in Jerilderie, our year 3 – 6 students participated in the ASPA music program which culminated in a performance at Finley. This year we also catered during the annual Bridge Day which was a huge success. The success of such events would not be possible without staff, parents and students working together collaboratively. Let me thank all the parents for their willingness to help the school in any way (too many to list and I would rather not forget any). Fund raising activities and active participation in your child's education are hugely appreciated by all the staff. We have valued your input at all times.

I would like to thank all the School Council members for their support and direction they have given me during my first year here at St Peter's. You all have the best interests of our school when coming together.

To our departing families and students – make the most of the time God has given you. Whatever you strive for, whatever you do, whatever your lot in life give it your very best. Make the most of it, be positive, choose to be happy and thank God for each new day.

To our returning staff, students and families we look forward to strengthening our relationship with you and embarking on the journey of the 2019 school year together.

There are many exciting things set to take place for 2019. One such initiative will be the introduction of an Outside School Hours Care program starting from Term 1. This will see Thrive OSHC offering before and after hours care for pre-school and primary aged children, with a nurturing and fun program that supports their well-being, growth and development.



St Peter's Coleambally

*A Community of
Faith*

When I reflect on my first year here at St Peter's as principal I consider it to be an awesome school, I have many fond memories from the year. The road has had bumps and many challenges along the way, however, the rewards have far outweighed the challenges. All of the experiences of this year have contributed in some way to ensuring we offer our students the best education, Catholic Education. I believe we have a unique place for students to learn through loving and living. Thank-you to all of the St Peter's families who continue to promote St Peter's in a positive manner.

Thank you,

Brian Conroy

Principal



Message from the Parent Body

In 2018 St Peter's Primary School Council seen a few changes. We welcomed Mr Conroy as Principal and increased the membership by two. The increase in membership was to compensate for removal of the P&F. These changes allowed us to welcome 3 new members: Julie Bellato, Jeanette Burnette and Ben Whittam. Myself (Amanda Mannes), Paul Muir and Wayne Clarke continued as serving members.

The multipurpose court was installed providing an welcome addition area to be used for sport, and active play at lunch and recess. The introduction of netball and basketball facilities will be an asset for years to come.

The council commenced work on a concept design of a whole school landscaping plan which will include new playground equipment and other areas to encourage both imaginative and active play. Parents and students were encouraged to provide ideas in the design.

Once the plan is finalised and costs worked out, grants will be sourced to help cover these costs.

A survey review parents, students and teachers thoughts on the current school uniform where collated. The feedback was informative with positive comments mainly centred around tradition and school pride. The concerns around girls uniform and school jumper etc will be discussed in the uniform group in 2019. In the event of any change it, would always be done over a long implementation period and only after a long consultation period with the whole school community.

Fundraising activities were once again continued in 2018 and included:

- Fete and Movie night, which was highly successful due to approximately \$8000 of cash donations and another \$2000 worth of in kind donations.
- Clearing sales catering
- Darlington Point Bridge day catering
- Cake stall and Easter raffle
- Pie Drive



We would like to thank the APEX club who provide a generous donation to fund the bus trip for Canberra excursion for the 5-6 class.

The school council would like to commend the school on the following:

- Continued support of the CEDWW music program
- The partnership formed with Thrive, OHSC. With OHSC commencing OHSC in 2019.
- Ongoing commitment to continuous improvement in technology within the school

I would like to thank the 2018 school council members, particularly any retiring members for contribution over the year/s that they have served.

Amanda Mannes
Chairperson



Message from the Student Body

We have the honour of thanking everyone on behalf of the students. Can we start by speaking about the fond memories from this past year including taking part in the music program. This was great as a group of students from St Peter's who attended Borambola to take part in a band camp. We enjoyed playing instruments with other students from other schools.

We also really enjoyed taking part in School Sporting Carnivals as they allowed us to have fun and join in team and individual sports.

Being school captains gave us the chance to take part in special events during the year including the ANZAC Day Service and lead the students of St Peter's. Leadership is something that we have enjoyed as School Captains. While being School Captain we have been able to lead by example through things such as leading assemblies and even speaking at tonight's presentation night just to name a few. As a school captain this year when the students have been having a bad day we have tried, in our role, to help them have a good day. This is done by including them in games to take their mind off whatever was making them have a bad day.

I would like to thank the students, teachers, staff and parents for helping throughout the school year. Without your support and guidance we could not do this job so successfully. We also thank the student body and staff for voting for us to have the role of school captain this year.

To our fellow Yr 6 peers we would like to thank you for always being there when we have needed you. We hope you all have fun at high school next year and in your further education.

Thank you.

Oscar and Linda
2018 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 2018 the enrolment was 51 students across the 3 composite classes.



Section 3: Student Profile

The following information describes the student profile for 2018:

Girls	Boys	LBOTE	Indigenous	Total
23	28	1	2	51

*

*Language background other than English

1. Enrolment Policy

Catholic Education 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 Education Diocese of Wagga Wagga.

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.

1. †Copies of this policy and other policies in this report may be obtained from the [Catholic Education Diocese of Wagga Wagga website](#) or by contacting the Catholic Education Diocese of Wagga Wagga phone: 02 69370000.

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	92
Year 1	92
Year 2	93
Year 3	89
Year 4	93
Year 5	91
Year 6	90



The average student attendance rate for 2018 was 91%.

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, College staff/ 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 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 Education Diocese of 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 with Catholic Education Diocese of Wagga Wagga policy and procedures.



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	6
B	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	



d) The following information describes the staffing profile for 2018:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
6	3	9

*This number includes 5 fulltime teachers and 1 part-time teacher

Percentage of staff who are indigenous	0%
--	----

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.

The staff has been active this year in their pursuit of professional improvement with the teaching staff attending in-servicing on Effective Feedback Strategies and writing a whole school approach to effective feedback within St Peter's. 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 ACEL conference 'Evidence and Experience', setting the agenda for teaching and learning moving forward. Also a foundations of coaching course, "Growth Coaching" and a 'Leading Learners' in-service day. The Targeted Maths Teacher 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 2018 school year saw the continuation of whole school weekly liturgies. 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 and the Yr 5/6 class with the Yr 3 making their First Reconciliation and First Holy Communion in late October and the Yr 5/6 students being confirmed in early October. The Yr 3 and Yr 5/6 students with Mr Conroy 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.

On Holy Thursday the Yr 5/6 students re-enacted the Stations of the Cross for the students and school community. These were held on the oval and the crowd followed Jesus on his journey to Calvary.

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 2018 students from 5/6 took part in a Service initiative where every two weeks they would attend the local elderly people's home (Cypress View Lodge) and engage with the residents. This process reminded the students that they have a role of Christian service in caring for others. Students took part in activities such as reading, playing board games, singing songs and presenting information/projects for the residents of Cypress View Lodge.

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

Catholic Education Diocese of Wagga Wagga 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 Catholic Education Diocese of 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 3 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, Targeted Early Mathematical Understanding in Stage 1 and differentiated and targeted teaching in class.

Students participated in a wide variety of external sporting competitions including Mortimer Shield, Trent Barrett, League-Tag, Touch Football Gala and had access to skill development programs in swimming and AFL.



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 overall through the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	17%	--	50%	17%	33%
Band 5	33%	33%	17%	50%	33%
Band 4	33%	33%	--	--	17%
Band 3	--	33%	33%	17%	17%
Band 2	17%	--	--	17%	--
Band 1	--	--	--	--	--

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	15%	--	--	--	--
Band 7	38%	15%	8%	31%	23%
Band 6	23%	15%	46%	23%	31%
Band 5	15%	38%	31%	23%	38%
Band 4	--	15%	15%	8%	--
Band 3	8%	--	--	15%	8%
Band 2		8%	--	--	--
Band 1		8%	--	--	--



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 1-4 this year the school implemented the Bounceback Program using Mr Conroy as the facilitator. The school was divided into 3 class groups and each week a class would be taken for a 30 minute lesson using the bounceback program. This program included a range of activities and games in the areas of reliance, optimism and values.

On two occasions during 2018 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 Bounceback Program were implemented to help meet the students' needs.

[Pastoral Care and Well being School Policy](#)

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 2018, staff and students continued with the school wide Behaviour Management Program which was written and implemented in 2017. 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 2018 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 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

Catholic Education Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese. [School website Complaints and Suggestions Policy.](#)

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

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 Catholic Education Diocese of Wagga Wagga 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.

Annual Plan 2018 (St Peter's Coleambally)

Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
To improve the school community's active engagement in the liturgical life of the school/parish.	By the end of semester 1 each class will plan and run a whole school Mass.	The REC will work with the PP and class teachers to plan and run whole school Mass.	Principal/REC	N/A	Are students actively engaging in liturgies?
To maximise the use of student learning time each lesson. To strengthen the school's wellbeing program.	To see a 10% reduction in the amount of learning time lost to manage inappropriate behaviour by the end of semester 1. To see an 10% increase in the	To evaluate, continue and embed the Positive Behaviour Management Plan. Data will be collected from students who will complete the wellbeing survey at least 3 times throughout the year.	Principal and teachers Principal/teachers	CSO - Prue Horan K-6 Wellbeing Program	Each term the number of student forms for inappropriate behaviour is assessed Survey results will be analysed



	number of students responding positively to the wellbeing survey.	A K-6 wellbeing program being run on a fortnightly basis		eg. Bounce Back	
To increase effective and timely feedback to students through the use of learning intentions and success criteria.	By the end of semester 1 all teachers will be using learning intentions and success criteria effective feedback	Effective Feedback Workshop - 29th Jan 2018 Regular staff meeting check ins during term 1	Mark M/Bernadette G & Principal	Mark M/Bernadette G - Effective Feedback workshop	Reviewed at of end term 1
To build more effective partnerships between home and school	To provide many and varied opportunities for partnerships to build between home and school	Maths take home packs Parent Mathematics session run by TMT	Targeted Maths Teacher/Principal	Take home packs	Home/school partnerships reviewed at end of each semester
To build teacher capacity and improve classroom practice through utilising the Google suite and different types of technology	By the end of semester 1 middle and upper primary classrooms will be using G suite tools Students exposed to problem solving through using technology	All staff complete Google Fundamentals Training by end of semester 1. Brian DPL to run staff meetings on how to use G suite tools within classrooms (Google classroom) Introduce staff to problem based technology such as coding.	Digital Pedagogy Leader Karen Gardiner	Google Fundamentals Training Coding resources Technology to cater for this.	Register of units completed Classroom observations by DPL Staff to complete google forms and collate Students complete google forms and staff collate.



**Priority Key Improvements for 2019
Annual Plan 2019 (St Peter's Coleambally)**

Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
To improve the personal wellbeing of staff and students with a spiritual focus.	Staff Spirituality Day Termly Student Spirituality Days	Teachers will further develop their personal wellbeing and understanding of Spiritual journey with the support of the REC and Sr Anne Hagan. Once a term students will come together to take part in a Spirituality Day focusing on the formation of wellbeing.	Sr Anne Hagan REC - Brian Conroy Charlene Robson REC- Brian Conroy	School money supplied to facilitate these days	Follow up at the end of Term 1 with Sr Anne Student feedback sort through google forms.
To maximise the use of student learning time each lesson. To strengthen the school's wellbeing program.	To see a 10% reduction in the amount of learning time lost to manage inappropriate behaviour by the end of semester 1. To see an 10% increase in the number of students responding positively to the wellbeing survey.	To evaluate, continue and embed the Positive Behaviour Management Plan. Data will be collected from students who will complete the wellbeing survey at least 3 times throughout the year. A K-6 wellbeing program being run on a weekly basis	Principal and teachers Principal/teachers	CSO - Prue Horan K-6 Wellbeing Program eg. Bounce Back	Each term the number of student forms for inappropriate behaviour is assessed Survey results will be analysed



<p>To continue to build teacher capacity and improve classroom practice through utilising the different types of technology</p> <p>To improve and enhance students engagement in science and technology through hands-on real world experiences.</p>	<p>By the end of semester 1 middle and upper primary classrooms (as well as staff) will be exposed to problem solving through using technology</p> <p>Term 1-term 3</p>	<p>All staff complete Google Fundamentals Training by end of semester 1.</p> <p>Introduce staff to problem based technology such as coding.</p> <p>Sharing day which involves experimenting with different technologies to use as problem solving.</p> <p>Introduction of Coding technology using 'Scratch' program- beginning with Years 5 and 6. Developing an expert group based on last years MAI results. Building on the experts throughout the term until all students are confident in their ability to share their knowledge with 3/4.</p>	<p>Digital Pedagogy Leader Karen Gardiner</p> <p>Karen G, Glenn M, Brian</p> <p>Brian</p>	<p>Google classroom for all classes</p> <p>Coding resources Technology to cater for this.</p> <p>Digital Learning Community Karen Gardiner</p>	<p>Classroom observations by DPL</p> <p>Staff to complete google forms and collate</p> <p>Students complete google forms and staff collate.</p> <p>Google form to students on their participation, new skills developed and enjoyment of the program.</p> <p>To purchase hands on resources for coding.</p>
<p>Priority Area: Capacity Building: a highly skilled System workforce focused on improving outcomes for all students.</p> <p>Strengthening good classroom practices in literacy and numeracy through effective and timely feedback</p>	<p>Students achieving at least 1 year's growth using the EMU Growth Points (ALAN progressions)</p> <p>Continue with all teachers using learning intentions and success criteria in effective feedback</p>	<p>Engage with the EMU Mathematics Assessment Interview</p> <p>Ongoing implementation of the Targeted Mathematics Initiative with a focus on individual teacher growth and further challenge to Kindergarten and Years 4-6 in Counting</p> <p>Leadership working with Dr Lyn Sharratt on the use of National Literacy and Numeracy Learning Progressions.</p> <p>Staff working together to create data walls (visible) to track student growth.</p> <p>Regular sharing time during staff meetings to show different strategies with success criteria.</p>	<p>TMT Classroom Teachers Principal</p> <p>Dr Lyn Sharatt SSO</p> <p>All staff</p> <p>All staff</p>	<p>TMI Resources</p> <p>Data walls</p> <p>Professional development opportunities (Bernadette G)</p>	<p>On-going monitoring by Monash University, MAIs, TMT surveys and reflections NAPLAN results</p> <p>Feedback from staff</p>



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 has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
61.90%	33.33%	4.76%

Student Satisfaction

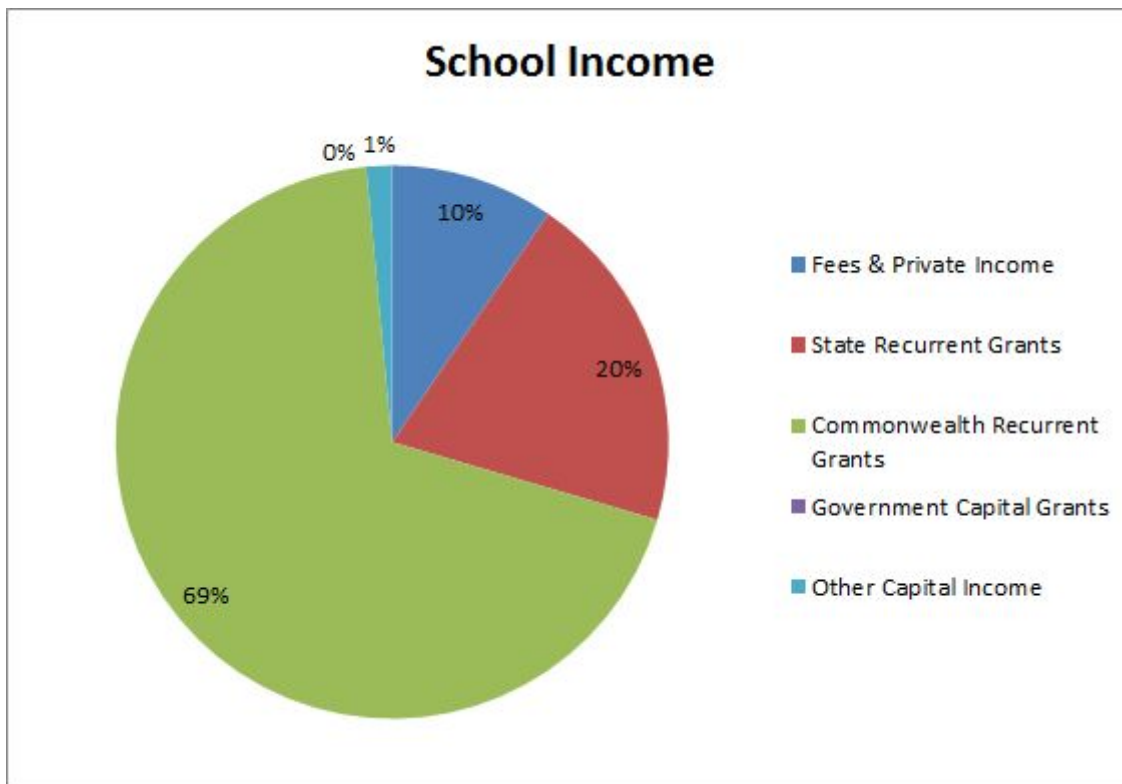
Highly Satisfied	Satisfied	Dissatisfied
59%	36%	5%

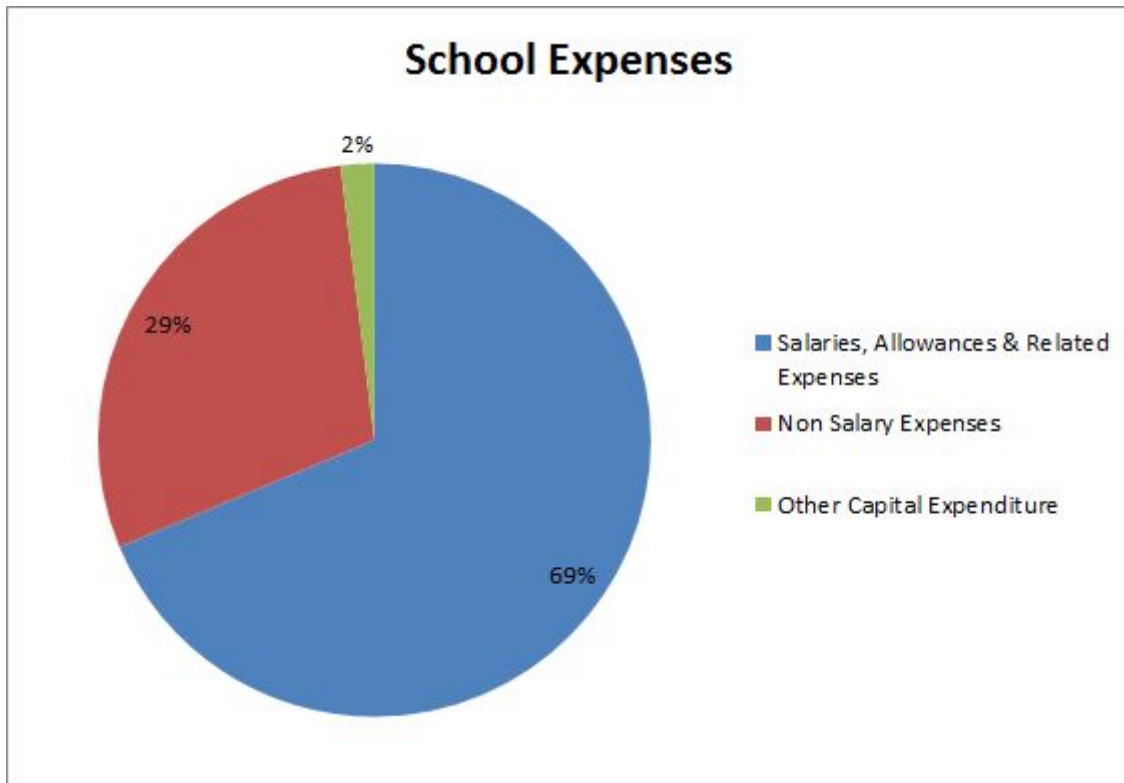
Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
34%	50%	16%



Financial Report







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 31st May and before July 31st 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 enrol 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 27th 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 27th March 2017