Annual School Report

2013 School Year

St Peter’s Primary School

Port Macquarie
Ocean Drive
NSW 2444

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02 6583 5562
www.pmacp.lism.catholic.edu.au
About This Report

St Peter’s is registered by the Board of Studies (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the Parish School Community for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school’s Strategic Management Plan and Annual Plan.

The Report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This Report has been approved by the CSO which monitors school processes to ensure compliance with all NSW Board of Studies requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2014 following its submission to the Board of Studies.

The contents of this Report may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this Report may be obtained by contacting the school on (02)6584 1962 or by visiting the website at www.pmacplism.catholic.edu.au
Principal’s Message

The primary purpose of St Peter’s Catholic Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Peter’s offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school’s mission was lived out daily in the life of the school.

The students’ achievements and accomplishments were showcased throughout 2013. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Peter’s has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:
- Students participated in a number of independent academic tests and achieved outstanding results.
- St Peter’s continues to produce outstanding NAPLAN results above the National average in all areas.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school’s cultural program and community involvement:
- Our school leaders and student volunteers represented the school at ANZAC Day and Remembrance Day ceremonies.
- The school dance program culminated in a public dance performance for all school families.
- Senior student leaders led a Mini Vinnies program with a community outreach focus.
- The school was involved in NAIDOC Week celebrations.
- St Peter’s hosted an Indonesian tutor and ran an Indonesian language program, culminating in a “Visiting Performance” by an Indonesian dance group.

Students performed well at various sporting events during the year. The following list provides some examples of sporting highlights:
- St Peter’s students achieved State representation in athletics and basketball.
- The school had representatives at Polding level for swimming, athletics, touch football and basketball.
- 16 children represented the Diocese in a variety of sports.

There were many people who assisted in the school’s quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Peter’s is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Tony Watts
Principal
A Parent Message

The role of the Parents & Friends (P&F) Association is to work in partnership with the school in supporting all aspects of its operation. We aim to provide a forum for communication between parents and school, and we act as the main fundraising body to supply educational facilities within the school.

Over the past twelve months the P & F has grossed over $65 000, an amazing effort and to my knowledge one of the biggest fundraising years ever.

We have been able to provide funds for:
- air-conditioning in the canteen
- a defibrillator
- a new freezer for Year 5
- a high-pressure cleaner
- support for the 20th anniversary celebrations
- financial support for State representatives in sport
- a donation to the Royal Far West
- library resources
- educational resources
- Year 6 graduation
- staff gifts to recognise International Teachers Day
- various ‘thank you’, ‘farewell’ and ‘thinking of you’ gifts
- ICT
- the Dance concert
- general maintenance to the school grounds and sporting fields.

An amount of $10,000 has been put aside to be used for up-and-coming projects.

As a school community, we participated in and enjoyed both social and fundraising events throughout 2013, such as our Ladies’ Shopping Night, a “new and improved” Golf Day, the ever popular pool party, Mother’s and Father’s day gift stalls, an Easter raffle, a Bunning’s BBQ, the Ironman aid station at both the full Ironman and the 70.3 Ironman events, and another highly successful Maytime Markets. We have also produced our very own St Peter’s recipe book.

We are grateful to all those who have supported and contributed to our activities in any way during the last twelve months and we especially thank those families with small businesses who support our school through donations.

A special thank you must go to our principals over the past twelve months: Luke Brown and Tony Watts, and to our Assistant Principal Tess Koning, for their ongoing support, guidance and patience. And my personal thank you to the executive committee and the P & F Association in general for your attendance and input into meetings, for participating in discussions and decision-making. This is what provides the forum for us all to work together to better our school environment, a school environment of which we can all be proud.

Debbie Ward
President
Parents & Friends Association
This Catholic School

St Peter’s is located in Port Macquarie and is part of the St Agnes Parish which serves the communities of Port Macquarie and surrounds. School families are drawn from the towns and communities of Port Macquarie and Lake Cathie.

Last year the school celebrated 20 years of Catholic education.

The Parish Priest Fr. Leo Donnelly is involved in the life of the school.

St Peter’s is a parish School with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through such activities as:
- student involvement in the Mini Vinnies program;
- student support for the annual Christmas Hamper Appeal for underprivileged families;
- student support for and attendance at the Parish Youth Hub;
- parish Masses hosted at the school;
- support for parish Sacramental programs.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school’s prayer life. The aims and direction of this parish school is guided by Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.
St Peter’s caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL 2013</th>
<th>TOTAL 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36</td>
<td>42</td>
<td>21</td>
<td>38</td>
<td>32</td>
<td>31</td>
<td>34</td>
<td>234</td>
<td>223</td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td>38</td>
<td>33</td>
<td>22</td>
<td>31</td>
<td>25</td>
<td>27</td>
<td>221</td>
<td>202</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>LBOTE (Language background other than English)</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

**School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The school continues to work towards developing a 21st Century pedagogy, which will underpin learning across the school. St Peter’s aims to develop a collaborative learning culture within the framework of a Professional Learning Community. In 2013 the school commenced work on implementing the new Australian Science and Technology syllabus, and devoted other Professional Development time to understanding the new English syllabus.

**Student Performance in National Testing Programs**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 56 students presented for the tests while in Year 5 there were 63 students.

In Literacy there were four elements tested. These were reading, writing, spelling, grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data, and space and geometry

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.
The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St Peter’s, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Peter’s students in each band compared to the State percentage.

Year 3 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in Bands 1 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Reading</td>
<td>27.9%</td>
</tr>
<tr>
<td>Writing</td>
<td>17.2%</td>
</tr>
<tr>
<td>Spelling</td>
<td>25.0%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>30.7%</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>15.3%</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>12.3%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.0%</td>
</tr>
</tbody>
</table>

As can be seen from the table the percentage of students in the top three bands in Literacy and Numeracy is pleasing compared to State figures. Reading, and Grammar and Punctuation are particularly strong in Year 3 Literacy, while the Number, Patterns and Algebra strand is a highlight of the Numeracy results. A more focused approach to developing personalised learning goals and attention to the specific needs of individual learners contributed to the levels of success being experienced in Year 3.
### Year 5 NAPLAN Results in Literacy and Numeracy

#### Percentage of students in Bands 3 to 8

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Results in Literacy and Numeracy</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>State School</td>
<td>15.3 %</td>
<td>20.8 %</td>
<td>22.1 %</td>
<td>20.8 %</td>
<td>28.9 %</td>
<td>37.7 %</td>
</tr>
<tr>
<td>State School</td>
<td>7.8 %</td>
<td>5.7 %</td>
<td>15.2 %</td>
<td>24.5 %</td>
<td>29.7 %</td>
<td>32.1 %</td>
</tr>
<tr>
<td>State School</td>
<td>13.2 %</td>
<td>9.4 %</td>
<td>24.7 %</td>
<td>30.2 %</td>
<td>27.3 %</td>
<td>39.6 %</td>
</tr>
<tr>
<td>State School</td>
<td>19.0 %</td>
<td>22.6 %</td>
<td>23.1 %</td>
<td>28.3 %</td>
<td>22.3 %</td>
<td>17.0 %</td>
</tr>
<tr>
<td>State School</td>
<td>15.8 %</td>
<td>17.0 %</td>
<td>12.9 %</td>
<td>20.8 %</td>
<td>24.8 %</td>
<td>32.1 %</td>
</tr>
<tr>
<td>State School</td>
<td>13.8 %</td>
<td>11.3 %</td>
<td>19.3 %</td>
<td>37.7 %</td>
<td>25.7 %</td>
<td>24.5 %</td>
</tr>
<tr>
<td>State School</td>
<td>14.8 %</td>
<td>13.2 %</td>
<td>13.0 %</td>
<td>24.5 %</td>
<td>26.4 %</td>
<td>28.3 %</td>
</tr>
</tbody>
</table>

St Peter’s students are well-represented in the higher bands for Reading, and Grammar and Punctuation in Year 5, as well as showing strong performances in all strands of Numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements, particularly for students achieving results in the lower bands.
Teacher Standards and Professional Learning

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>27</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>-</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>-</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>19</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>-</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>17</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole-staff development day professional learning activities in 2013 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Curriculum</td>
<td>1</td>
<td>CSO</td>
</tr>
<tr>
<td>Staff Spiritual Retreat</td>
<td>2</td>
<td>Leadership Team</td>
</tr>
<tr>
<td>Proclaim</td>
<td>2</td>
<td>CSO</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>3</td>
<td>Leadership Team</td>
</tr>
<tr>
<td>School Review &amp; Development</td>
<td>4</td>
<td>Leadership Team</td>
</tr>
<tr>
<td>First Aid &amp; CPR</td>
<td>4</td>
<td>RLSS</td>
</tr>
</tbody>
</table>

Additionally staff attended either singly or in groups a range of professional development opportunities including:

- School Visits
- Visible Learning workshop (Hattie)
- Staff Retreat
- Defibrillation and First Aid training
- Numeracy Continuum workshops
- K-2 Learning Plans workshops
- Persuasive writing workshop
- Empowering Local Schools (ELS) and Coaching workshops

The professional learning expenditure has been calculated at $6807 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 95.86%. This figure is provided to the school by the CSO.

During 2013 there was a change of principal mid-year, and a maternity leave position resulting in changes in classroom teachers and leadership structures.

**Student Attendance**

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss their leave request.

The average student attendance rate for the school during 2013 was 95.2%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94.0%</td>
<td>95.5%</td>
<td>95.3%</td>
<td>95.6%</td>
<td>95.5%</td>
<td>94.8%</td>
<td>95.4%</td>
</tr>
</tbody>
</table>
School Policies

School policies are reviewed regularly. In 2013 the following policies were reviewed, updated or newly created:

- Well-being Policy
- Visitors Policy
- Attendance Policy
- Students Record Policy

Enrolment Policy

There are three Catholic Primary schools in the St Agnes Parish in Port Macquarie. Enrolment applications are processed by the Parish Director of Education and based on the current zoning system, before being forwarded to the appropriate school principal for consideration.

Every new enrolment at St Peter’s requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school’s website. The School Enrolment Policy explains the Parish enrolment guidelines.

Student Welfare Policy, Pastoral Care Policy

The school’s Pastoral Care Policy is concerned with the fostering of students’ self-discipline. It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. It sets out to help students recognise that their fundamental freedoms and rights are balanced by responsibilities.

Discipline Policy

The school policy is based on procedural fairness ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters.
Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The policy is available at the front office or from the school’s website.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2013 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school’s main goals and priorities were to:

- participate in the School Review and Development process
- continue the development and implementation of a Professional Learning Community.

Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways:

- Making Jesus Real (MJR)
- Peer Support program
- Student Leadership initiatives
- class and assembly award structure

During 2013 students were involved in a number of outreach activities, including Mini Vinnies, and visits to the elderly residents of local nursing homes. Students and staff contribute generously to social justice appeals including St Vincent de Paul and Caritas. Students also raised funds for and awareness of many community initiatives such as Autism and Diabetes Awareness, and Daffodil Day.

The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school’s commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. Respect and responsibility are fundamental to the school’s restorative practices program.
Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures:

- Formal Parent/Teacher interviews are held twice a year and valuable feedback is gained to inform decision making.
- Parents and Friends meetings provide an opportunity for discussion and feedback on school issues.
- A whole-school review was conducted which led to the formation of a strategic management plan and an annual school plan based on parent, teacher and student responses.

Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2013 is presented below:

2013 INCOME - St Peter's Primary School - PORT MACQUARIE

![Pie Chart showing income sources: Grants-Commonwealth Govt 57%, Other Private Income 8%, Fees 12%, Other Capital 4%, Govt Capital Grants 0%]
2013 EXPENSE - St Peter’s Primary School - PORT MACQUARIE

Capital Expenditure

Salary & Related Expenditure 74%

Other Expenditure 21%

5%