

# **Annual School Report 2016 School Year**

**St Peter's Primary School  
Port Macquarie**



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## About this report

St Peter's Primary School is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (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 BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2015 following its submission to the BOSTES.

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](http://www.pmacplism.catholic.edu.au)



## 1.0 Messages

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### 1.1 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 Primary School offers students a quality 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 students 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 2016. 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 Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016 the school:

- Entered two teams in the local DaVinci Challenge gaining a first place in Art and Poetry and second place in Engineering and English
- Gained Distinctions in English, Mathematics, Spelling and Digital Technologies in University of NSW Competitions (ICAS)
- Received outstanding results in the Year 6 Religious Education test with 3 High Distinctions, 13 Distinctions and 27 Credit Certificates from a cohort of 58 children
- Continued to produce results at or above the national average in NAPLAN testing.

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. In 2016 the school:

- Participated in Remembrance Day ceremonies with school leaders laying a wreath
- Participated in the ANZAC march and service with school leaders laying a wreath
- Supported community theatre and education programs at the Glasshouse Theatre
- Engaged in a whole-school dance program culminating in a public performance at the Glasshouse Theatre
- Participated in the Stations of the Cross Easter celebrations
- Provided volunteer stations for Ironman Australia events
- Supported Blue Day for Type 1 Diabetes and Canteen Bandanna Day
- Hosted a Grandparents assembly and Open Classroom visit
- Provided NRMA Road Safety presentation
- Organised Senior class excursion to Sydney

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- The school achieved high representation in Polding teams for basketball, swimming, athletics, league 11's, cross country, hockey and football (Boys and Girls).



- One student was selected for the NSW Boys Hockey Team.
- One student became the School, Zone and Diocesan Champion in Athletics.
- The school won the Hastings Zone Cross Country and Zone Athletics Carnivals.
- A student was selected to represent NSW at the Australian Country Basketball Tour
- One student was selected travel to China to compete in the under 12's Pearl River Delta Futsal Tournament.
- A student was selected for the Mid North Coast Junior Cricket Academy.

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 Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Tony Watts  
Principal

## 1.2 A Parent Message

### St Peter's P&F Presidents Report - 2016

The St Peter's Parents and Friends Association (P&F) consists of small but very dedicated group of parents who are a very important part of the greater school community. The group is made up of parents and carers who meet once a month with the school Principal and Assistant Principal. The meetings are open forums that anyone from the school community can attend and form the basis of the communication link between parents and the school.

The main aims of the association are to:

- Liaise between the parents and school regarding any issues that arise
- Provide feedback on any changes or future plans
- Develop and foster the community spirit within the school
- Review policies and procedures where needed
- Work closely with teachers and staff to enhance the learning environment for our children
- Organise social events and work closely with the Parent Assembly

The P&F is also responsible for raising funds throughout the year for extra resources as determined in consultation with staff at the beginning of the year. We had another very successful year in 2016 raising funds through a variety of activities, including 2 of our annual events; the Maytime Markets and the Walk-a-thon. Other events held in 2016 included our Pool Party, an Easter raffle, Mother's Day and Father's Day stalls, Ironman Aid Stations, and Movie Ticket Fundraiser.

As a result of these events, the P&F were able to provide substantial financial contributions to the school for the following resources:

- ICT requirements
- Library resources
- Financial assistance for sports representatives
- Graduation gifts for the Year 6 students
- Dance Performance expenses
- Furniture for staff outdoor space



- Thank you and other gifts for staff
- General maintenance to the school grounds

Mrs Kim Goldie  
 President – P & F Association  
 St Peter's Primary School

## **2.0 This Catholic School**

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### **2.1 The School Community**

St Peter's Primary School is located in Port Macquarie and is part of the St Agnes Parish which serves the communities of Port Macquarie, Lake Cathie, Telegraph Point and Lord Howe Island. School families are drawn from the towns and communities of Port Macquarie, Lake Cathie and Bonny Hills.

Last year the school celebrated 23 years of Catholic education.

The parish priest, Rev Fr Leo Donnelly, is involved in the life of the school.

St Peter's Primary School 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 activities such as:

- Actively engaging the parent body through Parent Proclaim Lismore initiatives
- Actively engaging senior students in Student Proclaim Lismore activities such as Incitare and Exuro
- Supporting parish initiatives such as the Sunday Youth Mass and Music Ministries
- Supporting the parish Sacramental programs and information evenings and workshops
- Participating in Holy Week activities such as Stations of the Cross re-enactment
- Supporting programs and activities at the Parish Youth Hub
- Contributing to and distributing Christmas hampers to families in need within the parish

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 our parish school are 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 school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.



## 2.2 School Enrolment

St Peter's Primary School caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2016	TOTAL 2015
<b>Male</b>	31	36	42	42	45	25	36	257	256
<b>Female</b>	38	44	41	42	46	35	22	268	260
<b>Indigenous</b> <i>count included in first two rows</i>	-	1	1	1	-	1	-	4	7
<b>EALD</b> <b>(background other than English)</b> <i>count included in first two rows</i>	-	5	3	4	4	1	2	19	5

## 2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each term by the principal. The school uses the attendance coding system adopted in all NSW schools. 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 the leave request.

The average student attendance rate for the school during 2016 was 94.1%. School attendance rates disaggregated by Year group are shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Attendance rates by Year group</b>	94.1	93.8	94.2	94	93.7	94.6	94.1



## 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	32
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	NIL
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	NIL
4.	Teachers with recognised qualifications to teach Religious Education.	18
5.	Number of staff identifying as indigenous employed at the school.	NIL
6.	Total number of non-teaching staff employed at the school.	18

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95%. This figure is provided to the school by the CSO. In 2016, another class was added as the school grows to three-stream capacity.

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- Students and staff respond generously to social justice appeals, including St Vincent de Paul and Caritas.
- Senior students ran the annual Caritas appeal day.
- Awards recognising respect and responsibility were presented at our whole-school assemblies, while outstanding citizenship was recognised at the Annual Presentation Assembly for our graduating Year 6 class.

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. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.

## 2.7 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.

- The school participated in the Insight SRC survey tool measuring school climate.



- Formal and informal opportunities such as P & F gatherings, newsletter surveys and information evenings were provided for parents to respond to issues and concerns.

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### **3.0 Teaching and Learning**

#### **3.1 School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) 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 contemporary 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 2016, the school continued its implementation of the new Australian Science and Technology syllabus, the new English syllabus, a whole-school approach to Spelling and a focus on the Mathematical pedagogy underpinning the Mathematics syllabus. Staff were introduced to the History and Geography syllabus documents and intentions at professional development opportunities.

#### **3.2 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, 88 students presented for the tests while in Year 5 there were 56 students.

In Literacy there were four elements tested. These were reading, writing, spelling and 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 Primary School, 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 Primary School students in each band compared to the State percentage.





### Year 3 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	28.1	32.9	23.7	23.2	19.0	20.7	17.1	13.4	8.9	8.5	3.1	1.2
Writing	16.6	12.0	37.5	38.6	26.7	25.3	13.1	18.1	4.8	4.8	1.2	1.2
Spelling	27.4	19.3	27.0	24.1	21.7	24.1	11.5	12.0	9.2	18.1	3.1	2.4
Grammar and Punctuation	34.6	32.5	18.3	24.1	19.0	15.7	20.2	21.7	4.8	4.8	3.0	1.2
Numeracy	19.7	22.9	19.0	21.7	22.3	25.3	24.5	21.7	11.4	6.0	3.1	2.4

### Year 5 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	15.4	18.3	23.2	26.7	23.7	31.7	18.8	18.3	12.9	5.0	6.0	0.0
Writing	5.2	5.0	13.5	20.0	31.3	33.3	33.7	28.3	11.1	11.7	5.3	1.7
Spelling	15.5	13.3	17.7	15.0	30.4	36.7	21.8	30.0	9.2	1.7	5.4	3.3
Grammar and Punctuation	20.9	25.0	19.9	25.0	23.4	28.3	20.4	16.7	11.4	5.0	4.0	0.0
Numeracy	15.5	18.3	15.0	10.0	26.6	40.0	25.8	28.3	12.9	3.3	4.3	0.0

As can be seen from the Year 3 table, St Peter's students have achieved above State percentages in the top band (Band 6) in Reading, and Grammar and Punctuation, and performed well compared to State percentages across the top 3 bands in all areas, while percentages in the bottom 2 bands remain low. This is largely due to effectiveness of the differentiation in the cohort setting and the schools targeted intervention programs. Spelling remains an area of challenge in the top 3 bands where percentages are below the State.

Examination of the Year 5 table shows the school outperformed the State in Band 8 across all areas, except Spelling. The same strong performance is evident across the top three bands in all areas, including Spelling. The low percentage of students achieving minimum standards, zero in Band 3 for Reading, Grammar and Punctuation, and Numeracy, has followed previous years' achievements and is indicative of the focus placed on personalized student learning programs and intervention strategies adopted by the school.



### 3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional 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 2016 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Spiritual Retreat	8 April 2016	School Leadership Team
Australian Curriculum – Catholic World View	26 April 2016	School Leadership Team
Australian Curriculum – Geography	10 June 2016	School Leadership Team
Australian Curriculum - Science	29 August 2016	School Leadership Team

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

Activity	Staff numbers	Presenter
MiniLit 2 day Workshop	4	Various
TLPLC –	1	Various
Best Start training	3	CSO
Christian Meditation	3	CSO
Porta Fidei Retreat	2	CSO
Librarians Inservice	1	Library Network
EMU Maths	4	Prof Anne Gervesoni

The professional learning expenditure has been calculated at \$7436 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

### 4.0 School Policies

#### 4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Critical Incidents Policy	Updated 2016	Office
Attendance Policy	Updated 2016	Web page
Maintenance Policy	No change	Web page and office
Child Protection Policy	No change	Handbook and web page
Homework Policy	No change	Web page
Grievance Policy	No change	Web page
Anti-Bullying Policy	No change	Web page
Medication Policy	No change	Web page
School Fees Policy	No change	Handbook
Sun Protection Policy	No change	Web page



Suspension & Expulsion policy	No change	Web page
Visitors policy	No change	Web page
Student Retention policy	No change	Handbook
Uniform Policy	No change	Handbook

## 4.2 Enrolment Policy

Every new enrolment at St Peter's Primary School 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.

## 4.3 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.

## 4.4 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters.

## 4.5 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.

## 5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 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:

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### Catholic Identity and Mission

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Develop the concept and practice of integrating a Catholic Worldview in KLA areas

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Connect with Parish through co-building a liturgical calendar and monthly Mass and liturgy schedule

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**Teaching and Learning**

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Further develop the capacity of Professional Learning Teams (PLT) to address the learning needs of all students

Extend mathematical understanding and introduce an assessment tool and intervention program

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**Organisation and Co-Leadership**

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Consolidate a systematic approach to enhance communication across and within teams

Establish and drive a strong School Improvement agenda

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**Community and Relationships**

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Build on parent relationships as an effective partnership tool in enhancing student learning

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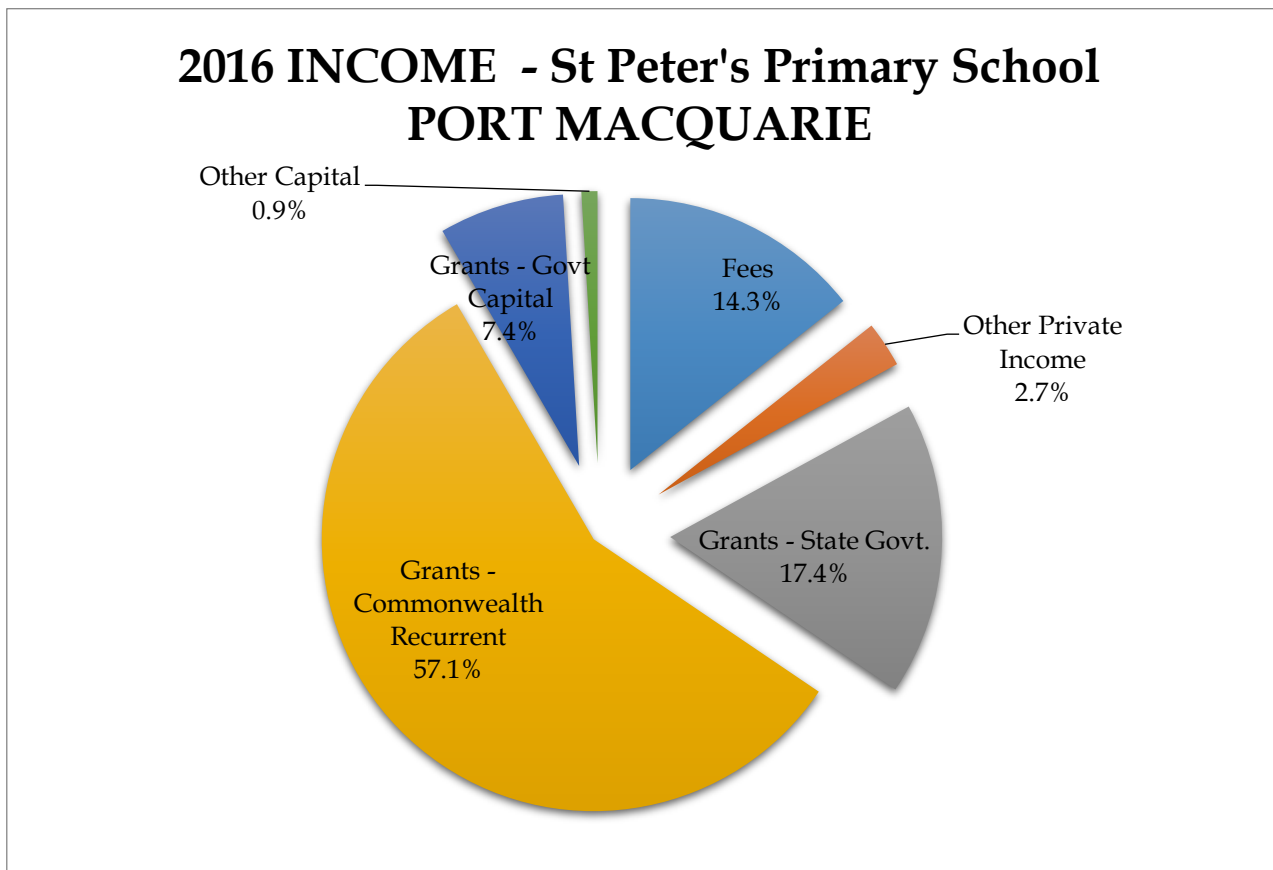
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**6.0 Financial Information**

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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 2016 is presented below:



## 2016 EXPENSE - St Peter's Primary School PORT MACQUARIE

