Annual School Report 2007

Vision Statement
Empowerment for the challenges of life’s journey

Principal’s Message
This Annual School Report provides an overview of the successes, initiatives and planning for the future that have taken place at Ss Peter and Paul during the 2007 school year.

Parent Involvement
In 2007, the P&F has provided the school with funding to purchase classroom and general resources, seating and assisted with financial support for sporting events and performing arts, as well as for the Year 6 Leadership Day. Parents volunteer their time and talent in so many areas at Ss Peter and Paul and are warmly welcomed to participate in so many classrooms, sports and celebrations of key events in the life of our Parish and Church.

Ss Peter and Paul P&F President

Student Leadership
This year has been filled with so many great learning opportunities. Some of these being “Dear Edwina Junior,” starring a cast of eighty students from Ss Peter and Paul, and our sporting activities, such as our swimming, athletics and cross country carnivals. These activities helped build school spirit and community.

We are sad to say “goodbye” to our Acting Principal, Mr Condon, who has done a great job of leading our school for the past two years. On behalf of the students, we thank the staff for extending our knowledge and helping us to grow as individuals.

As leaders of our school, we wish all students the best for their future school years.

Ss Peter and Paul School Captains

School Profile
Ss Peter and Paul is a co-educational two-stream Catholic Parish Primary School catering for the needs of students from Kindergarten to Year 6.

Catholic education has a long and proud history in the Parish of Kiama, which encompasses St Matthew’s, Jamberoo, and St Mary’s Star of the Sea, Gerringong. The Sisters of St Joseph first taught at a Catholic school in Jamberoo before establishing St Joseph’s School in Kiama in 1908. At this time classes were taught in the old Railway School Building. On January 20, 1952, the present Parish Hall opened and was used as classrooms.

From 1887 to 1990, the Sisters of St Joseph played an essential role in the provision of Catholic education in the Parish. We are grateful for, and very proud to acknowledge, their work. By 1990, there were no Sisters teaching in the school and their ministry became one of pastoral care in the Parish. In 1961, part of the eastern classroom block was built, with these three rooms being completed in 1963. The brick double storey classrooms were completed in 1981. To accommodate increased enrolments, buildings were erected from 1981 to 1994. These included a new library and four new classrooms which were constructed adjacent to the convent. In 1974 the school’s name was changed to Ss Peter and Paul, thus bringing all Parish buildings under the patronage of the same Saints.
Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tr>
<td>2005</td>
<td>187</td>
<td>191</td>
<td>378</td>
</tr>
<tr>
<td>2006</td>
<td>188</td>
<td>194</td>
<td>382</td>
</tr>
<tr>
<td>2007</td>
<td>187</td>
<td>190</td>
<td>377</td>
</tr>
</tbody>
</table>

The enrolment Policy and Procedures can be found on the Catholic Education Office website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au)

Student Attendance for 2007

<table>
<thead>
<tr>
<th></th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>91.6</td>
<td>91.4</td>
</tr>
</tbody>
</table>

Staffing Profile

Ss Peter and Paul Catholic Primary School has a total of twenty-nine staff members. There are eleven fulltime classroom teachers, six teachers job sharing, a Reading Recovery teacher, a Physical Education teacher, a Teacher/Librarian, a Library Manager, a Senior School Support Officer, five School Support Officers, a Canteen Supervisor and the Principal.

The Principal is assisted by a four member Leadership Team, comprising an Assistant Principal, a Religious Education Coordinator and two Coordinators. These permanent staff members undertake a range of responsibilities, including Religious Education, pastoral care, curriculum initiatives, Literacy and Numeracy and the implementation of Information Communication Learning Technology (ICLT).

The Canteen Supervisor is employed for fifteen hours per week. She works collaboratively with a Leadership Team member to promote healthy eating habits amongst students.

One teacher has less than five years experience, four teachers have taught for less than ten years, seven have taught for between ten and twenty years, while a further eight have taught for more than twenty years.

At the conclusion of the 2007 school year, Ss Peter and Paul will be losing ten percent of our teaching staff due to a resignation and a transfer.

Throughout 2007 Ss Peter and Paul staff have undertaken a range professional learning activities related to improving student outcomes. Two whole school staff development days were allocated to participation in an extended Gifted and Talented course, facilitated by the University of Wollongong. Twenty hours of staff meeting time was also devoted to this initiative. Ten teachers from Ss Peter and Paul and two visiting teachers went on to complete related assignment tasks leading to the awarding of a Certificate of Gifted Education, while a further four teachers attended the course as non-certificate participants. A full day was dedicated to personal spirituality and was attended by twenty-six staff members.

Other professional learning activities provided, including CEO run courses, were Spiritual Animators Re-connector (empowering adults to pray), Reading Recovery Training and Support, TEACHnology, Quality Teacher Judgement, Assessment and Reporting, Religious Literacy Assessment and Marking, Kinder Assessment, Religious Education Assessment, BST Analysis, Using Data to Improve Literacy and Numeracy Outcomes, Differentiating the Curriculum, Visual Arts, Community Languages, Get Skilled: Get Active, SENA Testing, GoalView, SAS Training (Administration), Certificate 3 in Special Education and Learning Communities Project Preparation.

School based expenditure on professional learning per teacher in 2007 was $ $5 561. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

The average daily staff attendance rate for 2007 was 96.8 %.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

* Australian Education Institution – National Office of Overseas Skills Recognition
**Culture of the Catholic School**

Ss Peter and Paul commences every day with our school prayer, which is recited at the morning assembly. Within the prayer, the charism of Blessed Mary MacKillop and the patronage of Saint Peter and Saint Paul are acknowledged, as is the role Saint Joseph played as the model for the founders of our school, the Sisters of Saint Joseph.

During 2007 children from Ss Peter and Paul have joined those from fellow local schools in Parish-based Sacramental programs. This year Year Two made their First Reconciliation, the majority of our Year Three students celebrated their First Holy Communion on June 10, the Feast of Corpus Christi, and our Year Six students received the Gifts of the Holy Spirit in September when they made their Confirmation during a special Mass celebrated by the Bishop of the Diocese of Wollongong, Peter Ingham.

As a Catholic Primary school, we are blessed in being able to join with the Parish in celebrating Mass on a roster basis most Friday mornings. Children in Stages Two and Three are invited to celebrate the Sacrament of Penance as a class at least once per term.

Significant Church Feast Days are highlighted and celebrated through prayer, liturgy and Mass. Some of these occasions were Ash Wednesday, St Patrick’s Day, St Joseph’s Day, Mary, Help of Christians, Feast of the Sacred Heart of Jesus, the Feast of our Patron Saints, Peter and Paul, the Feast of the foundress of the Sisters of Saint Joseph, Blessed Mary MacKillop, the Assumption of the Blessed Virgin Mary, All Saints and All Souls. A special Mass and morning tea acknowledging the gift of our grandparents was celebrated on the Feast of Saints Joachim and Anne.

Caring for the less fortunate members of our world continues to be a prime objective at Ss Peter and Paul. A meaningful liturgy was held to honour the visit by Monsignor Paul Ssemogerere from the Archdiocese of Kampala, Uganda, who received over $12,000 in total from our 2006 “Walk for Want.” A “Dance Aid” concert was held this year involving the entire school. Over $1,300 was raised on the day in aid of Catholic Missions.

**Student Welfare**

At Ss Peter and Paul the pastoral care of community members assumes a high priority. Weekly Student Leader assemblies and the school newsletter are used to acknowledge the achievements of students. Formal award certificates are presented each Monday for academic, social, cultural and sporting endeavours. Twice per term special awards are issued to recognise progress in each of the Key Learning Areas. At these assemblies the School Captains report on significant events in the life of the school. In 2007, a weekly whole school award focus was introduced so that all awards were issued for the same reason, which is published in the newsletter. The focus for each week of Term Three was based on the nine Values for Australian Schooling.

Once per term a special Principal’s Award Assembly enables the children who have received specific numbers of Merit Certificates to be recognised with a gold badge (Twenty Merit Certificates), a silver badge (Ten Merit Certificates) or a bronze certificate (Five Merit Certificates).

On Wednesday, March 21, 2007, all of our Year Six students joined with their peers from fellow Southern Illawarra Catholic Schools (SICS) to participate in the second annual leadership day at St Paul’s, Albion Park. The day featured author/ television presenter, Andrew Daddo, and singer/actress, Natalie Bassingthwaite, as the key note speakers. A number of workshops were also conducted which were aimed at improving interpersonal and communication skills.

Ss Peter and Paul provides the services of a Centacare counsellor one day per week to support children and families with specific needs. The counsellor is also involved in presenting workshops and programs on a grade or stage basis.

Year Four completed a ten week personal skills program, “Let’s Be Still,” designed to assist in productivity, creativity and general well-being.

Year Five benefited from working in groups on “Mind Matters,” which was facilitated by a Centacare counsellor, both grade teachers, the Assistant Principal and Principal during Term Four. This course focussed on creating a safe and supportive environment in which all students can maximise their learning. It is a course that deals directly with the causes of, and responses to, bullying and harassment.
Year Six students participated in a transition to high school program called “Hit the Ground Running.”

Members of the school leadership team have been allocated specific stage groupings to supervise. This enables support to be offered directly to students, parents and teachers when dealing with various issues.

The system allows each supervisor to create relationships with the members of each of these groupings and to become very familiar with their needs.

In compliance with the NSW Reform Act 1990, corporal punishment is banned in ALL schools within the Diocese of Wollongong.

The Complaints & Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go to the link Policies.

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

Financial Summary

Ss Peter and Paul Parents and Friends Association, the Parish and school agreed to try and avoid major expenditure during 2007 until the result of our application for a Commonwealth Capital Grant for major rebuilding works was determined. The application was successful, with $1,815,526 being offered by the Federal Government through its Capital Works Program. The total cost of the project, which involves demolishing the existing Parish Office and toilets, removal of the demountables, and construction of six new classrooms, administration and staff facilities, as well as the relocation of the library and Parish offices, is $2,593,608. A loan of $778,082 is being sourced from the Catholic Development Fund to complete the finances. It is envisaged that the project will commence mid 2008 and be operational by the commencement of the 2009 school year.

The Commonwealth Government’s Investing in Our Schools (IOSP) initiative provided $35,000 (ex. GST) that enabled the school to purchase six new computers, two printers, a data projector, Maths and sports equipment, as well as two class sets of ergonomically designed desks and chairs. These new resources have proven to be of great benefit to the students of Ss Peter and Paul in their learning.
Learning & Teaching

Introduction

Ss Peter and Paul continues to meet NSW Board of Studies and Diocesan requirements as the school seeks to meet the needs of all students. During 2007 a significant amount of time and energy was put into providing staff with an extended learning opportunity in the domain of gifted and talented education.

Basic Skills results were analysed and presented to staff, with areas of strength and those requiring development identified. Staff have commenced planning to address areas of need from the commencement of 2008. In addition, an amount of teaching support time in excess of 0.3 FTE, as well as School Support Officer allocation, will be directed towards improving results for students.

Ss Peter and Paul staff focussed on completing scope and sequence for all Key Learning Areas from Kindergarten to Year 6, inclusive. This task proved to be a most valuable process in further enhancing dialogue and understanding between teachers, and in aligning outcomes, planning and assessment across each grade and stage. Completed scope and sequences for each grade and Key Leading Area are available to all staff by accessing the school’s shared folder. They were critically acclaimed when presented to fellow local Catholic primary schools during formal stage meetings held during Term Two, 2007.

Curriculum and Pedagogy

The 2007 school year saw the continuation of the Religious Literacy Assessment for Year Four students. The assessment consists of two sections: Part A, which is a formal written set of responses and Part B, which is based on the completion of individual student work samples. Reports were generated by the Catholic Education Office for each student who undertook the assessment. Two of our Year Four teachers undertook training and assisted in marking these assessments. Results revealed that our students performed better on Part A, with 48% achieving at an extended level, than on Part B, where 24% received this performance indicator.

Throughout 2007 our Teacher/Librarian has focussed on enabling students to become more self-directed in their research and presentation using Information, Communication and Learning Technology (ICLT). The integration of ICLT into the curriculum remains a priority and a continuum of knowledge, skills and experiences continues to be driven by our Teacher/Librarian. Further support has been provided in this area by implementing regular parent sessions relating to the use of ICLT in the learning process and during a special presentation at the November P&F Meeting, where the topic was cyber bullying.

Meeting the Needs of All Students

Our Reading Recovery program, an early intervention reading program, continued to support the students in Year One with an intensive reading program. In 2007, 20% of Year One students accessed this program, with an average reading level of 21 for students being discontinued.

The school Review Committee met regularly throughout 2007 to communicate with, and support teachers, of students experiencing...
difficulties in accessing the curriculum. The meetings enabled committee members to provide staff with a range of strategies to support these learners within the classroom, as well as assisting with gaining access to assistance from the Learning Services Team from the Catholic Education Office and outside intervention services and agencies.

The school makes use of the GoalView system to set goals, measure learning gains and monitor the progress of students who receive additional funding for specific assistance with their learning needs. GoalView is used in conjunction with Transition Meetings to assess progress and set goals each school term for these students.

Early Literacy Assessment (ELA) results from Kindergarten and Year One provided information that was used to inform teaching programs in these grades, as well as to identify those individuals in need of additional support.

Expanded Learning Opportunities

The students of Ss Peter and Paul continue to be offered opportunities to participate in a diverse range of activities and competitions. During 2007 our Year Six students spent three days exploring the Snowy Mountains region as part of an integrated Human Society and Its Environment (HSIE) and Science and Technology unit. The same cohort also enjoyed a challenging and rewarding range of experiences on their annual Personal Development, Health and Physical Education (PDHPE) camp at Stanwell Tops. Year Five travelled to Canberra and spent two days in our national capital consolidating their understandings of our Australian identity as part of their studies in HSIE. They also journeyed to the Minnamurra Rainforest in Term One as part of their unit relating to the global environment and stewardship of the earth.

Students in Stages Two and Three experienced considerable individual success, with a piece of creative writing being short-listed for the major award in the Norman Lindsay Festival of Literature, a cartoon being animated and put to air on the ABC website, four finalists in Operation Art, with one work being selected to be part of a travelling exhibition before being permanently displayed at Westmead Children’s Hospital, first place in two categories at the St Joseph’s Arts and Cultural Expo, as well as placings in Wakakirri Story Boarding and various local competitions.

In the performing arts, Ss Peter and Paul produced some excellent results. In the Wollongong Eisteddfod our children achieved first place in the Kindergarten - Year Two Choir, second in Primary Hymn Singing and a Highly Commended in the Primary Choir section.

Ss Peter and Paul produced a wonderful major musical production, “Dear Edwina Junior.” Over 40% of our Stage Two and Stage Three children participated in the six performances which were staged at the ‘Roo Theatre, Shellharbour. More than one thousand tickets were sold for the season. “Dear Edwina Junior” was acknowledged by the Arcadians Theatre Group via a special achievement award that was presented to the school in recognition of the quality evident within each performance, and the presentation of certificates and medallions to the key performers, a first for any primary school.

Individual students and school teams achieved great success in a number of sporting events. Five Year Six students and one Year Four student were nominated for Diocesan Sports Awards following their selection in a least two MacKillop teams. Our Under Nine Rugby League team were crowned the champions at the Illawarra Primary All Schools Carnival, and went on to finish a highly commendable second in the NSW State final. Students from Years Three to Six participated in the Diocesan netball, soccer and basketball gala days, the AFL Paul Kelly Cup and the Illawarra Rugby Union Knockout.

Parent, Student and Staff Satisfaction

All parents, staff and Stage Three students were invited to complete a survey that included narrative and tabular responses regarding key areas of school life at Ss Peter and Paul. Written responses were informative and expressed predominantly positive sentiments, particularly in regard to Catholic identity, opportunities available to students and the warm, nurturing atmosphere and the interest of staff. Concerns related to lack of space, the desire for re-development and channels of communication.

Responses to the graded evaluation grid indicated that the three areas of greatest satisfaction were Catholic Life, Religious Education and Students and Their Learning. Areas of development were identified as recruitment and retention of staff and innovation, development and change.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the state-wide literacy and numeracy testing program for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

Basic Skills Test

There were 53 Year 3 and 59 Year 5 students who sat for the 2007 Basic Skills Test. Year 3 is reported in Bands 1-5; Year 5 in Bands 1-6, with Bands 5 and 6 respectively being the highest.

Year 3

Literacy: 4 % of students were in Bands 1 and 2, with 25 % of students in Band 5. There was little or no difference in student performance between Reading, Writing and Language.

Numeracy: 0 % of students were in Bands 1 and 2, with 21 % of students in Band 5. There was little or no difference in student performance between Number, Patterns and Algebra, Measurement, Data, Space and Geometry.

Year 5

Literacy: 0 % of students were in Bands 1 and 2, with 66 % of students in Bands 5 and 6. There was little or no difference in student performance between Reading, Writing and Language.

Numeracy: 2 % of students were in Bands 1 and 2, with 67 % of students in Bands 5 and 6. There was little or no difference in student performance between Number, Patterns and Algebra, Measurement, Data, Space and Geometry.

The Assistant Principal and Coordinator analysed all BST results in terms of learning gains, individually and as grade cohorts, and identified areas of strength and those in need of development. The results have been presented to staff and strategies planned to address components that require a focus to improve.

National Benchmarks

The table below indicates as a percentage the Year 3 and Year 5 of students achieving the national benchmarks.

<table>
<thead>
<tr>
<th></th>
<th>Year 3 2005</th>
<th>Year 3 2006</th>
<th>Year 3 2007</th>
<th>Year 5 2005</th>
<th>Year 5 2006</th>
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<tr>
<td>Reading</td>
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<td>100</td>
<td>100</td>
<td>96</td>
<td>95</td>
<td>97</td>
</tr>
</tbody>
</table>

Note: National Benchmarks not included have not yet been published.
School Renewal Priorities

The School Renewal Plan is designed to focus our actions to bring about positive change and growth. The following have been identified as key focus areas for the school during the current cycle of this plan. The School Renewal Plan generally sets directions for a period of 3 - 5 years. It is subject to regular evaluations.

- To develop an updated School Renewal Plan
- To focus on differentiating the curriculum to meet the learning needs of students by forging formal links with the University of Wollongong to provide staff with appropriate training
- To further enhance the integration of new learning technologies from Kindergarten to Year Six, making particular use of the library facilities
- To update existing school policies, particularly in the areas of Pastoral Care/Behaviour Management and Differentiating the Curriculum
- To assess and monitor Literacy development through the provision of a Literacy Support Teacher

Progress in 2007 Towards Achievement of School Renewal Plan

- The majority of the teaching staff completing the Certificate in Gifted Education facilitated by the University of Wollongong
- Formal planning across grades and stages to address the needs of gifted students
- Appointment of a Teacher/Librarian, upgrading of hardware and purchase of a new file server
- Refinement of student record keeping, playground guidelines and supervision
- Appointment of a Learning Support teacher

Priorities for 2008

- Consultation with architect and building committee to ensure the redevelopment addresses learning needs of the school community
- Revisiting the school vision and mission statements as a basis for future directions and policies
- Reviewing curriculum structure and implementation based on data analysis to ensure differentiated and targeted intervention programs are meeting students’ needs
- Developing a systematic approach to assessment practices within the school - internal and external
- Developing active role descriptions for all staff - linking personal professional goals, school directions and professional development needs
- Developing a Strategic Management Plan for the duration of the review period
- Identification and implementation of areas of responsibility and accountability for each cycle of the Annual Development Plan

The information in this report has been verified and the priorities endorsed by the Director of Schools and the Head of School Services.

Peter Turner
Director of Schools

Tim Condon
Acting Principal