About This Report

Ss Peter and Paul Catholic Primary School, Kiama is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the 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 information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school’s Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2015.

Further information about the school or this Report may be obtained by contacting the school:

Ss Peter and Paul Catholic Primary School
PO Box 248
Kiama NSW 2533

Ph: (02) 4232 2442
Fax: (02) 4232 1064
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Parish Priest: Fr Chris Roberts

Principal: Jacqueline Lee
Date: 12 December 2014
Vision Statement

*Empowerment for the challenges of life’s journey.*

At Ss Peter and Paul we believe that the students’ faith development is based on our school motto Love God, Love Others and that this motto brings life to our Vision statement.

Message from Key School Bodies

*Principal’s Message*

This report provides a detailed account of the school’s successes and initiatives throughout 2014. This year Ss Peter and Paul Catholic Parish Primary School welcomed a new Principal but maintained a similar staff. Our school community continued to strive towards ensuring that we provided the best possible Catholic education. Ss Peter and Paul, our school, prides itself on its welcoming and supportive environment and this has been further enhanced through our involvement in the School-wide Positive Behaviours for Learning (SPB4L) Program, which was extended to the classroom environment this year. We have spent time embedding the Josephite charism, with a particular focus on the person of Mary MacKillop. The students participated in numerous extracurricular activities as well as various excursions and sporting events. As a satellite site for Autism Spectrum Australia, we were again privileged to welcome students, teachers and families into our school community from Aspect. Our Pastoral Support Worker reinforced our community building and social justice activities through initiatives such as our Mini Vinnies team. The Parents and Friends Association (P&F) worked tirelessly to raise funds and engage families through many successful events including our cookbook. The staff and I encourage you to share our journey through this Annual School Report as we continue to grow and develop as a faith-filled learning community.

*Parent Involvement*

The P&F has been working hard throughout 2014, continuing to come up with new ways to involve the parent community. The P&F has a continued commitment to community development. This year the parent community was invited to a mid-year Mini Fair organised by some of the groups within the Ss Peter and Paul Parish. It was a lovely opportunity to spend time with members of the Parish, and something we look forward to continuing through 2015.

Our highlight this year has been the publication of a cookbook titled ‘Our Food Story’. This beautiful book is full of recipes from the families and friends of Ss Peter and Paul Catholic Primary School, both past and present. This cookbook is a wonderful memento for these families, but is also very significant as it also brings together members of the broader Kiama community.
through the Farmers Market. It is the culmination of months of hard work by a group of dedicated parents, who should be very proud of this achievement.

Fundraising has continued to be successful in 2014. This year the highlight was the school fete, which is now held every two years. The dedication of the fundraising committee this year, as well as the many parent and grandparent volunteers, has been invaluable. We also continued with the traditional fundraising this year through the Mother’s Day Stall, Father’s Day Stall, two School Discos and the annual Trivia night. The Father’s Day Breakfast, which has now become an annual event was again very well attended and provides a lovely opportunity for the Dads and Granddads to connect with the school.

The sub committees of the P&F also contribute to the sense of community. Pastoral care and Diocesan representation also remain important aspects of the P&F.

With the collaborative partnership between the Principal, Leadership Team, Staff and Students, the P&F Association remains strong in our commitment to contribute to resources for the children of Ss Peter and Paul, and we look forward to 2015.

_Parents and Friends Association, President_

**Student Leadership**

As the School Captains we have been given many opportunities and ways to represent our school at different functions and Masses, including Masses with the Bishop. We have travelled to different places, represented our school with pride and showed what a great school we are. At Ss Peter and Paul every Year 6 student fulfils a leadership role. We have elected leaders who are our school captains, house captains and stage leaders. Others roles are filled by nominating which team we would like to join. Some of the leadership roles included presenting the Monday morning assembly. Leading these assemblies boosted everyone’s confidence to speak in public. The Student Support Team provided many new games and fun things for the students in Kinder to Year 2 as well as Aspect. Our Liturgy Committee learnt more about our faith and about public speaking through reading at masses. The Environmental Team helped keep our environment clean. They also had a focus on saving electricity this year. Our Welcoming Committee welcomed guests at Masses and other school events. They showed visitors what a wonderful school we are. The Social Justice Committee held a lot of fundraisers for people who are in need and through this we learnt about what others go through. We have loved being able to represent our school.

_School Leaders_
School Profile

School Context

Ss Peter and Paul Catholic Primary School is a Catholic systemic co-educational school located in Kiama. The school caters for students in Years K-6 and has a current enrolment of 277. Catholic Education has a long history in the Kiama area, beginning when the Sisters of St Joseph who first taught at the Catholic School at Jamberoo. In 1908, St Joseph's School in Kiama was established. At this time lessons were taught in the old Railway School Building. On January 20 1952, the present Parish Hall was opened and used for classrooms. Our Parish currently is served by three Parish Priests and has churches in Kiama, Jamberoo and Gerringong.

The core values of our school are identified within the school motto Love God, Love Others. Our Vision is to ensure that all students are Empowered for the Challenges of Life’s Journey underpinned by Gospel values. We strive to achieve this through a strong focus on creating a safe and supportive learning environment where positive learning and personal outcomes include the development of knowledge, beliefs and practices of the Catholic Faith. Significant values we hold include faith, respect, personal responsibility, inclusion, justice and joy.

Student Enrolments

| 2014 enrolments |
|-----------------|------|
| Boys            | 149  |
| Girls           | 128  |
| Total           | 277  |
| Indigenous      | 9    |
| LBOTE           | 2    |

The Diocesan Primary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website www.ssppdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.
**Student Attendance**

<table>
<thead>
<tr>
<th>2014 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>96.5%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.4%</td>
<td>96.2%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.8%</td>
<td>94.8%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.6%</td>
<td>95.9%</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.1%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.4%</td>
<td>94.8%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.0%</td>
<td>94.9%</td>
</tr>
<tr>
<td>Whole school</td>
<td>94.8%</td>
<td>95.3%</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Whilst parents are legally responsible for the regular attendance of their children, our school staff, as a part of their duty of care, monitors part or whole day absences at school.

The school has an attendance policy available on the website which outlines parent’s responsibility regarding student attendance (www.ssppdow.catholic.edu.au). If a student is absent from school for any reason a note explaining the absence must be forwarded to the class teacher when the student returns. Each day the class teacher must mark a class roll. Absence information is entered into the electronic roll by a School Support Officer. If a parent wishes to take a child out of school for any period of time, a note must be written to the class teacher explaining the circumstances of the absence. Cases of repeated non-attendance are monitored via the electronic roll and parents are notified in writing of school’s expectations, either directly or through the school newsletter. Parents understand the need to apply for an exemption from school for holidays or other extended absences from school. This complies with the Catholic Education Office Student Attendance Guidelines and Procedures (Nov 2012).
Staffing Profile

There are a total of 19 teachers and 10 support staff at Ss Peter and Paul Catholic Primary School. This number includes 11 full-time, 8 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff

Teacher Attendance and Retention

The average daily teacher attendance rate for 2014 was 97%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 100%.

Professional Learning

During 2014 Ss Peter and Paul Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. Ss Peter and Paul Catholic Primary School whole school development days involving up to 28 staff.

These days focused on:
- implementation of the Australian Curriculum – English; and
- Staff Spirituality day run by our Lamplighters Team of being ‘present’.

B. Other professional learning activities provided at school level including CEO run courses:
- School-wide Positive Behaviours for Learning (SPB4L) (4 staff);
- Lamplighters faith formation (3 staff);
• Shining Lights faith formation (3 staff);
• Call to Life (2 staff);
• Spiritual Retreats (2 staff);
• Igniting the Fire (1 staff member);
• Alight for the World (1 staff member);
• Australian Curriculum Leaders Days (3 staff);
• Non violent crisis intervention (4 staff);
• Leadership for Learning (1 staff member);
• Setting up and implementing an MSPEC (3 staff);
• Nationally Consistent Collection of Data (NCCD) Phase 3 schools (4 staff);
• Catholic Parents Conference (1 staff member);
• University Leadership Conference (1 staff member);
• Reading Recovery Teacher training (1 staff member);
• Learning Technologies (1 staff member);
• Leading Indigenous Education (1 staff member);
• Leading Numeracy Intervention (1 staff member);
• Leading Literacy Intervention (1 staff member); and
• Leading Libraries (1 staff member).

The average expenditure by the school on professional learning per staff member was $703.

In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff member of $1356

**Catholic Life & Religious Education**

Ss Peter and Paul Catholic Parish Primary School actively involve all staff and students in the traditions and practice of the Catholic faith. The focus for staff throughout 2014 has been the Capacity of Presence, which was been facilitated by the Lamplighters Team. The focus incorporated specific guided prayer times, journaling and culminated in a Spirituality Day, which was led by the Lamplighters Team at the Abbey, Jamberoo. A number of staff members were also involved in Spirituality programs throughout 2014, which included Shining Lights, RE Literacy Day, RE Network Days, Call To Life, Igniting the Fire and various retreats. Our focus on the Capacity of Presence allowed staff to affirm and renew personal spirituality whilst at the same time provided new insights and abilities to support staff in their ministry.

Throughout the year there have been many opportunities for Mass attendance and celebration of significant church feast days. The Parish initiated Sacramental programs for Penance, Eucharist and Confirmation, which were highly supported by the school. Fr. Chris Roberts, our Parish Priest, and Fr. George visited the classrooms to support the faith
formation of the students and to discuss current events in the life of the Church.

Significant church and community occasions including: Welcome Mass, Ash Wednesday, Holy Week Liturgies, Catholic Schools Week, Volunteers Mass, NAIDOC Week, Grandparents Day, Saint Mary of The Cross Feast Day, 50 Year Anniversary of Caritas Mass, Sacramental Mass, All Saints Day, Advent and End of Year Mass were all commemorated. This year our school hosted the Year 6 Conversation with the Bishop Mass, with students proclaiming the Word with reverence. Opportunities for the students to celebrate the Sacrament of Penance were also provided weekly.

The Parish and school continued to work closely with each Stage happily supporting family Mass on the first Sunday of the month. Students welcomed parishioners, performed simple dramas, proclaimed the scriptures, sang and led the Parish in the prayers of intercession. Students also hosted a morning tea for parishioners with various ministries, led the Sacramental Mass and joined in the Christmas Vigil Mass, processing in with stars. The Principal and Religious Education Coordinator (REC) joined the sub committee of the Pastoral Council, of which another staff member is a member. The Principal has strengthened bonds by accepting a position on the Parish Council commencing in 2015.

Reaching out to those who are less fortunate remained a priority in 2014. The school community was once again very generous and supportive of social justice outreach initiatives. All classrooms had a collection box for Catholic Missions to support Caritas Australia. In addition to this a number of fundraising initiatives were implemented, with all money being donated to Project Compassion. In Term 4 the children participated in a Crazy Hair and Sock Day to raise money for Caritas. Students also raised funds for the St Vincent de Paul Christmas Appeal, made cards for those who may not receive Christmas cards this year, and served Christmas lunch for those in need. Various guest speakers visited the school providing explicit information regarding the work of social justice organisations explaining that regardless of age, students can make a difference in the lives of others, by following our school motto of ‘Love God, Love Others’.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2014. The school cohort in 2014 consisted of 26 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 26 students completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary Mother of God: First Among the Saints and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students displayed a high level of performance in their knowledge of the religious tradition.
This high level of performance was particularly noticeable in:

- identifying key symbols, signs and rituals of the Catholic Tradition;
- recalling key events in the Scriptures that tell of Mary’s openness to God;
- identifying some saints and recall how they loved and served others;
- demonstrating an understanding of the Commandments and relate to own life;
- identifying how groups can act in service to others like Jesus did; and
- describing the presence of God in creation.

Student responses indicated a need for further development their capacity to work with and apply the religious tradition, especially in their ability to:

- demonstrate a knowledge of the Bible;
- identify the concept of Trinity; and
- recall and sequence the events of Advent and Christmas.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 19.2% of students were placed in the developing level, 57.7% in the achieving level and 23.1% were in the extending level.

For Part B, 0% of students were placed in the developing level, 40% in the achieving level and 60% were in the extending level.

Combining Parts A and B, 11.5% of students were placed in the developing level, 57.7% in the achieving level and 30.8% were in the extending level for Religious Literacy.

**School Review and Improvement**

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.
School Review and Improvement components reviewed and rated in 2014:

- **Key Area 1: Catholic Life and Religious Education**
  
  1.2 Religious Education  
  Goal: For Ss Peter and Paul community to strengthen their personal spirituality and know the religious history of our school.

- **Key Area 2: Students and Their Learning**
  
  2.5 Pastoral Care.  
  Goal: By the end of 2014, SPB4L will be implemented into the classroom so that there is a consistent approach to behaviour management across the school.

- **Key Area 3: Pedagogy**
  
  3.1 Curriculum Provision  
  Goal: All staff will collaboratively plan throughout the year to implement the NSW syllabuses of English and Mathematics.
  
  3.3 Teaching Practices  
  Goal: Throughout 2014 we will track student learning so effective teaching practices can reflect and cater for the diverse needs of all students using contemporary resources.

- **Key Area 4 Human Resources Leadership and Management**
  
  4.5 Overall Compliance with Legislation and Other Requirements  
  Goal: To fully implement the recommendations for the 2013 auditor's report.

- **Key Area 7 Strategic Leadership and Management**
  
  7.1 Planning for Improvement  
  Goal: The Ss Peter and Paul school community has a plan for improvement in which staff, students and parents participate in implementing.

School Review and Improvement components to be reviewed and rated in 2015:

The following areas have been identified for focus during 2015 to ensure an emphasis on quality student learning, effective teaching, and genuine partnerships with the stakeholders in our community.
• **Key Area 1: Catholic Life and Religious Education**

  1.4 Parents, parishes and the broader Church

• **Key Area 2: Students and Their Learning**

  2.3 Reporting student achievement

• **Key Area 3: Pedagogy**

  3.4 Planning, programming and evaluation

• **Key Area 4 Human Resources Leadership and Management**

  4.1 Recruitment, selection and retention of staff

• **Key Area 5 Resources, Finance and Facilities**

  5.3 Environmental Stewardship

• **Key Area 6 Parents, Partnership, Consultation and Communication**

  6.2 Reporting to the community

The focus on Catholic Life and Religious Education aligns with the school's strategic intent to be actively involved in the Parish by supporting the mission, culture and Eucharistic life of the community. The strategic intent naming parental engagement as a keen factor in meeting set targets aligns with reporting student achievement to the community which will emanate from teachers’ quality planning, programming and evaluation. As the school building project is complete, the focus on environmental stewardship provides a holistic approach to managing our school site.
Financial Summary

During 2014 there were three main sources of income for Ss Peter and Paul Catholic Primary School. These were the central fund allocation, the parish based School Enhancement and Debt Survey Obligation (SEDSO) and the Parents and Friends Association (P&F).

The school used SEDSO funds to ensure that all compliance matters in regard to our school site were fulfilled and our maintenance program was continued.

The P&F are thanked for their financial support of $13,000. This was used to purchase student centred resources for aspects of learning such as literacy and numeracy resources, ICTL and fine motor development. It also assisted pay for the organisation and supervision of sporting events.

Strategic financial planning for 2015 expenditure has resulted in current reserved funds. School improvements such as storage facilities for resources and Information Communication Learning Technologies (ICLT) upgrades have been budgeted for during 2014.

The following graphs reflect the aggregated income and expenditure for Ss Peter and Paul Catholic Primary School, Kiama for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
**Student Welfare**

The school provides a safe and supportive environment through a range of policies and programs. There is a whole school weekly focus on specific values and desirable behaviours that are promoted at assemblies, within classrooms and in the weekly newsletter. Students identified as displaying these behaviours are awarded at the weekly award assembly through the school merit system. This merit system also acknowledges achievements in the seven Key Learning Areas once each school Term. The system is based on levels of achievement, with the students progressing from Level 1, to Silver, Gold and finally the Ss Peter and Paul Award. Outstanding achievement at a Diocesan Level results in the students receiving a school pennant. Students receive a school medallion when they have achieved at MacKillop level for sport and at a distinction level or higher in external academic competitions.

The school is currently in its third year of implementing School Wide Positive Behaviours for Learning (SPB4L). Staff surveys showed an improvement in implementation (96.4% average) of teaching, monitoring, rewarding and managing behaviours in the school environment. This year there has been a focus on moving SPB4L into the classroom setting with staff focusing on setting the classroom environment to maximise learning, a consistent approach to developing effective routines in classrooms with explicit teaching and visual support, positively stated behaviour expectations based on the school’s Code of Conduct and strategies to respond to inappropriate behaviour. Staff identified priorities for defining and consistently responding to problem behaviours in the classroom and that expected behaviours and routines are explicitly taught and practised.

The SPB4L team continues to meet on a fortnightly basis to review data and plan for further implementation of positive behaviours throughout the school. Staff members are engaged in dialogue at communication meetings to ensure the whole staff is involved in consultation and decision making. The SPB4L team examine data trends to present to staff, to highlight positive behaviours and identify areas staff need to address. Individual students who require support are monitored, placed on individual behaviour plans if required and in some cases referred to the CatholicCare Counsellor.

A CatholicCare Counsellor is available one day each week to support students and their families. A school wide social skills program, ‘Bounce Back’ is introduced in Kindergarten and continues through to Year 6. Other initiatives include the Playing and Learning to Socialise program in Kindergarten, and Seasons for Growth, a grief and loss program.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents *Maintaining Right Relationships* is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan
**Complaints Handling Procedures** forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2014.

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

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

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**Learning and Teaching**

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**Introduction**

The range of learning and teaching experiences offered at Ss Peter & Paul aim to empower children for the challenges of life’s journey. In 2014, the learning environment continued as multi-age classrooms for staged learning. Learning experiences are undertaken as whole class, group and individual tuition along with a range of modelled, guided and independent experiences offered within and from outside the school community.

**Curriculum and Pedagogy**

The BOSTES NSW syllabus documents in English, Mathematics, Human Society and Its Environment, Science and Technology, Creative Arts, Personal Development, Health and Physical Education (PDHPE) along with the Diocese of Wollongong Religious Education Curriculum, are the basis for developing the school’s curriculum. These are implemented across the four Stages of learning by classroom teachers and supported by specialist teachers who work with students in Physical Education, Visual Arts and Music.

Three staff members have attended professional development in relation to the BOSTES NSW new syllabuses incorporating the Australian Curriculum. School leaders in English, Mathematics and Science and Technology have attended Leaders days in their respective curriculum areas to maintain current knowledge with latest developments and practices in these domains. Through professional development opportunities and meetings, the staff have implemented the new English and Mathematics curricula and have prepared for the introduction of the Science and Technology Syllabus which will be implemented from the beginning of 2015.

Throughout 2014, we have continued to follow the school’s assessment and reporting plan that includes ‘assessment for’ learning, ‘assessment as’ learning and ‘assessment of’ learning. The school continues to track individual student progress in literacy and numeracy on the established K-6 database. Data gathered in literacy and numeracy is being used to track students’ progress and identify students requiring intervention and extension. All students
have been placed on the Sentral database system, tracking learning on the literacy and numeracy continuums. The Sentral database was also used for the first time in 2014 to report student progress to parents in both June and December.

Teachers use Information Communication and Learning Technology (ICLT) as tools to access, organise and present information. The Google Drive facility is utilised to provide a variety of learning experiences, homework, inquiry based learning and Internet sites for research. Students accessed personal Google Drive accounts to collaborate with peers and store products as a result of learning experiences. Google Apps for Education has also been used to engage and enhance student learning. Smartboards were fitted with Apple TVs allowing for flexibility of students demonstrating their learning. The school purchased five iPads for Leadership team members as part of the technology plan in 2014. Professional development from the Information Communication and Technology (ICT) team from CEO support the Leadership team in iPad use to improve pedagogy within classrooms. Existing iPads were distributed to all staff, along with Professional development to improve their knowledge and assist the implementation in the classroom. Staff had in-school professional development on the use of iPads in the classroom.

**Cross-Curriculum**

Literacy continues to be a high priority in the school. Throughout 2014 there has been a continued focus on developing consistent teaching practice of reading across Stages 2 and 3 with the implementation of Focus on Reading model. The use of the six comprehension strategies (predicting, questioning, summarising, visualising, making connections and monitoring) is being explicitly taught in these stages. This particular focus was supported during collaborative programming meetings, demonstration lessons and through the Professional Development Planning and Review (PDPR) process.

Literacy and Numeracy was resourced with School Support Officer (SSO) allocation to allow for guided and individual learning experiences to the range of students within all classes.

Through a school celebration and a series of activities, children recognised and celebrated National Aboriginal and Islander Day Observance Committee (NAIDOC) Week. Practical application of indigenous awareness was implemented regularly through school prayer and assemblies. In 2014 this was extended further with the school choir learning and singing the National Anthem in Dharawal language and St John’s Nowra Aboriginal Dance Troupe performing traditional dances for the school community.

**Meeting the Needs of All Students**

Meeting students’ needs is embedded in the delivery of the curriculum. Explicit teaching and learning occurs within small, guided groups and at an individual level with these experiences planned from assessment of children’s knowledge and skills. Formal assessment tools and a teacher nomination process were used throughout 2014 to identify students who would benefit from a Gifted Education program. Students in Stages 2 and 3 participated in the
Wollongong Diocese’s Gifted Education Program, Stretching Potential through Learning in Interactive and Challenging Environments (SPLICED).

A teacher of Music and a teacher of Visual Arts were employed during 2014 to offer specialised programs in the Creative Arts field. This allowed for improvement in students’ knowledge and skills as well as professional development of staff to improve the quality of Music teaching. As part of the Music program, 15 ukuleles were purchased and were a key feature for students K-6 during music lessons.

Individual Education Plans (IPs) were developed and implemented for students with needs in literacy, numeracy and social skills. School Support Officers were allocated to classrooms to support the learning in these areas. Teachers implement a variety of learning frameworks such as Bloom’s Taxonomy, Multiple Intelligences, Thinker’s Hat and Keys to provide students choice in their learning and to allow for the diverse range of learning needs in the classroom. In 2014, Reading Recovery (RR) was offered to Year 1 students who were having difficulties with reading and writing. The Reading Recovery teacher delivered specific programs to support these students as well as to ex-Reading Recovery students in Years 2 and 3. This intensive support focused on reading strategies and writing skills.

The Managing Student Pastoral and Educational Concerns (MSPEC) team was established in 2014, replacing the previous Review Committee and met fortnightly throughout the year to discuss strategies to respond to student’s learning needs and seek the assistance of outside agencies. The team provided Professional Development to all staff on the MSPEC process as per Diocesan policy.

**Expanded Learning Opportunities**

Opportunities were provided in academic, cultural and sporting domains throughout 2014. Competitions offered included the International Competitions and Assessments for Schools English, Writing, Spelling, Science and Mathematics.

Students had the opportunity to participate in the Diocesan Spotlight on Technology Competition developing programming skills. Three teams competed and two teams received first place in their respective categories. Ss Peter and Paul was named the overall winning primary school in the Diocese.

Students have participated in swimming, cross country and athletics carnivals at school, Regional and State levels. Children have participated in gala days for basketball, netball, soccer, AFL, cricket and teams attended the NSW Catholic Primary Schools Basketball Challenge in Kiama and surrounding area during October. Several teams participated in Rugby League competitions throughout the year.

Other experiences included band and choral performances at school, Parish and community events. The choir was particularly active in the community having performed at the
MInnamurra Lions Club AutumnFest, Kiama Council Sorry Day and was the only school selected to perform at the opening of the upgraded Woolworths store. School representatives were also chosen from Years 5 and 6 to compete at the Diocesan Southern Illawarra Cluster Competition for public speaking.

All students K-6 had the opportunity to submit works for the Kiama Art Society’s Competition with one student winning the Year 5 category and another student winning the overall Kiama Art Society Award. All students in Stage 3 participated in the Diocesan Christmas Art Competition and two students were successful in being chosen for the finals in Sydney and two others receiving Highly Commended in the regional competition.

Throughout the year, enrichment days were offered for a small group of students from each stage to learn with other students from the Southern Illawarra Catholic Schools cluster.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) 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.

**NAPLAN**

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

For 2014, in relation to the state mean, Year 3 attained noticeably higher results for both Reading and Spelling. They were also higher in Grammar and Punctuation and about the same as the state in Number, Patterns and Algebra.

Year 5 attained higher results than the State mean in Reading and Writing. They were the same as or slightly higher in all aspects of Numeracy. The trend data shows there has been continued improvement in Spelling and Reading for Year 3, and in Numeracy for Year 5. Data, Measurement, Space and Geometry for Year 3 along with Spelling, Grammar and Punctuation for Year 5 needs addressing. Numeracy trends have generally stabilised but still require further attention.
A highlight of this year’s results was the growth and performance of Year 3 students in Reading and Spelling as well as almost all of the Year 5 students reaching or surpassing their expected growth in Writing.

**Student Achievement in Bands**

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

<table>
<thead>
<tr>
<th>NAPLAN 2014: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School: 0% 44% 56%</td>
<td>National: 15% 39% 46%</td>
</tr>
<tr>
<td></td>
<td>Writing: School: 0% 51% 49%</td>
<td>National: 13% 48% 39%</td>
</tr>
<tr>
<td></td>
<td>Spelling: School: 2% 34% 63%</td>
<td>National: 17% 40% 44%</td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Punctuation: School: 5% 27% 68%</td>
<td>National: 14% 36% 50%</td>
</tr>
<tr>
<td></td>
<td>Numeracy: School: 5% 53% 41%</td>
<td>National: 15% 46% 37%</td>
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**Student Achievement of National Minimum Standard**

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
## Parent, Student and Staff Satisfaction

During 2014, data relating to parent, staff and student satisfaction was gathered using a variety of measures including interviews with key stakeholders, student and parent forums and staff and parent questionnaires. There were also open discussions held at staff communication and P&F meetings.

### Parent Satisfaction
Parents commented on the welcoming, approachable and comfortable feeling within the school. They felt that there had been a lot of development in the communication between home and school throughout the year and appreciated the tools used. Of particular note was the use of the skoolbag app, which enables instant communication with users. Parents appreciated the implementation of SPB4L in the classroom and playground as they felt it provides a focus for students and assists them analyse whether they have acted in a responsible manner and recognition for positive behaviour. Parents commented on the work that had been done to improve the canteen, including the new menu. Parents appreciated the leadership opportunities available for students, particularly the Year 6 Leadership Teams. They also enjoyed the opportunities for parent involvement in school life and through P&F and other opportunities such as helping in the classroom.

### Student Satisfaction
Students commented on the good friendships they developed and maintained at Ss Peter and Paul. They felt that they had good teachers who cared about them. Students liked the leadership opportunities they received, especially the Year 6 students who appreciated their leadership teams’ roles. They really enjoyed working with their buddies. Students commented on the good friendships they developed and maintained at Ss Peter and Paul.

### NAPLAN 2014: % AT or ABOVE NMS

<table>
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<tr>
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<th>YEAR 3</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
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<tr>
<td>School</td>
<td>100%</td>
<td>94%</td>
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<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>School</td>
<td>100%</td>
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<tr>
<td>National</td>
<td>94%</td>
<td>90%</td>
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<td><strong>Spelling</strong></td>
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<td>School</td>
<td>100%</td>
<td>94%</td>
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<tr>
<td>National</td>
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<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
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<td>School</td>
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<tr>
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<tr>
<td>School</td>
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<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
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on the various opportunities available to them at Ss Peter and Paul including, sport, gala days, art, excursions, mufti days, discos and fundraisers. They especially enjoyed this year’s fete.

**Staff Satisfaction**
Staff feedback was very positive, indicating that the school strives to provide the best possible education for the students enrolled. The staff enjoyed working at Ss Peter and Paul Primary School and they were proud of the results achieved this year. They have particularly appreciated the support and guidance provided for both themselves as practitioners and students in their class with particular needs. The staff enjoyed working within the SPB4L framework. The staff as a whole have felt supported and appreciate the ‘positive feel’ in the school.