Annual School Report

2015

About This Report
Saints Peter and Paul Catholic Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 CEDoW. This Report has been approved by CEDoW to ensure compliance with all the 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 2016.

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

Ss Peter and Paul Catholic Primary School
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Kiama NSW 2533

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Parish Priest: Fr Chris Roberts
Principal: Jacqueline Lee
Date: 27 November 2015
Vision Statement

Empowerment for the challenges of life’s journey.

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

Message from Key School Bodies

Principal’s Message

This report provides a detailed account of the school’s successes and initiatives throughout 2015. The school community continued to strive towards ensuring that it provided the best possible Catholic education. Ss Peter and Paul 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 Program (SPB4L) which continued to be developed in the classroom environment this year. The students participated in numerous extracurricular activities as well as various excursions and sporting events. A highlight was our two school productions in which all students involved: K-2 ‘Showtime at Sea’ and Years 3-6 ‘Pirates of the Curry Bean’. 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 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. 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 Parents and Friends’ Association (P&F) worked hard throughout 2015, continuing to come up with new ways to involve the parent community. The P&F has a placed high importance on building a sense of community amongst our families and friends. Fundraising continued to be successful in 2015 with the committee embarking on several new ideas. Our first event for 2015 was the very successful Fashion Parade. The event drew together a large range of Ss Peter and Paul members as well as the wider community who were interested in viewing the fashion from several local businesses. The evening was really enjoyable with many requests to repeat the Fashion Parade in 2016. Another new fundraising endeavour this year was the “Casino Royale” night. This event drew together many in our community. The night was very successful, the highlight being the opportunity for everyone to get together in a social setting. Throughout the year we have maintained several of the events that have become part of Ss Peter and Paul tradition. The children always love the opportunity to shop for parents and grandparents at the Mother’s Day and Father’s Day stalls. This year’s Father’s Day breakfast saw some wonderful support from several grandfathers who are also members of our local Rotary and Kiama SLSC. We are so grateful for their assistance in helping us to cater for all of the hungry people. We look forward to working with them in 2016 and continuing to build strong relationships with these Kiama Volunteer Services. The school disco is also another highlight for our children with both the infants and primary students having the opportunity to come together with their peers for a night of dancing and glow sticks. The highlight for those involved in the P&F and the volunteers who come along to help events run smoothly is the wonderful friendships that are created. Our volunteers are truly tireless in their efforts and such a creative group of people. We are so thankful for all they have done to make our P&F a
successful one. We would like to thank unanimously the Leadership and staff at our school, who have supported our initiatives throughout the year. We feel very blessed to have such wonderful teachers taking care of our children’s education. We look forward to 2016.

Parents and Friends Association, President

Student Leadership

Our year as School Captains has been such an honour. Representing our school in the community, attending meetings and Masses and being able to help and support the other students around us. We have learnt so much about leadership, being positive role models and have enjoyed giving back to help our school. At Ss Peter and Paul each Year 6 student is given a leadership position to fulfil and this year each leader has done a great job.

As School Captains, we have represented our school with pride at the 100th Anniversary ANZAC Day March, Sorry Day events and helped with school tours and orientation days. Together with the student Leadership Team we created a video to promote our school to the wider community. We have each learnt many skills that will help us in the future.

The Vice Captains have done a great job at the assemblies and helping with the tours and orientation days for the future students. The stage leaders have showed leadership and communicated with the younger students and have led our assemblies with pride and confidence. The Sport Captains this year have done a fantastic job at leading their houses in the sports carnivals and encouraging everyone to participate and try their best! The Student Support team have done a great job at setting up equipment, helping the younger students on the playground and getting involved with our Aspect children. The Environmental Team have established a vegetable patch with produce that can be used in our canteen and also organised Nude Food Tuesdays, to encourage children to avoid packaged food. The Welcoming and Liturgy Team have led Masses reverently and have welcomed people to our school with pride and pleasure. The Social Justice Team this year have organised many fundraising events such as Project Compassion, Mufti days and Crazy Hair and Sock days that have given lots of donations to the poor.

We would like to say a huge thank you to all of the teachers and staff who have helped and supported us over the years we have spent at Ss Peter and Paul. Although the Year 6 students are excited about starting high school, we will miss the great times and opportunities we have had at this amazing school!

School Captains

School Profile

School Context

Saints Peter and Paul 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 275.

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 20 January 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 as at August 2015 census**

<table>
<thead>
<tr>
<th>2015 enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
</tr>
<tr>
<td>LBOTE</td>
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</tbody>
</table>

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](http://www.ssppdow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2015.

**Student Attendance**

<table>
<thead>
<tr>
<th>2015 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>94.0%</td>
<td>92.2%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.5%</td>
<td>92.7%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.3%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.5%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.0%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.8%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.1%</td>
<td>92.3%</td>
</tr>
<tr>
<td>Whole school</td>
<td>93.5%</td>
<td>93.3%</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, monitor part or whole day absences at school.

The school has an attendance policy available on the website which outlines parents’ responsibility regarding student attendance ([www.ssppdow.catholic.edu.au](http://www.ssppdow.catholic.edu.au)). If a student is absent from school for any reason a note or entry via Sentral 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 of the school’s expectations, either by phone or in writing. Parents understand the need to apply for an exemption from school for holidays or other extended absences from school. This complies with the CEDoW Student Attendance Policy and the School Attendance Guidelines and Procedures (January 2015).

Staffing Profile

There are a total of 19 teachers and 9 support staff at Saints 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:

| Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines | 100% |
| A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education | 0% |

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 96.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 100%.

Professional Learning

During 2015 Saints Peter and Paul 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 whole school development days involving 27 staff.

These days focused on:

- Numeracy development
- Staff Spirituality on the capacity of prayer
- Medical Training: Cardiopulmonary Resuscitation (CPR), Emergency Care and Diabetes Education
- Disability Standards eLearning
- SALT training
B. Other professional learning activities provided at school level including CEDoW run courses including:

- Using iPads in the classroom (all staff)
- School-wide Positive Behaviours for Learning (SPB4L) (4 staff members)
- Lamplighters faith formation (4 staff members)
- Shining Lights faith formation (3 staff members)
- University of Wollongong Mathematics Conference (3 staff members)
- Nationally Consistent Collection of Data (3 staff members)
- MSPEC (3 staff members)
- Sentral Attendance and Profiles Training (3 staff members)
- Best Start administration (2 staff members)
- Australian Curriculum Leaders Days - Science and History/Geography (2 staff members)
- Sentral Pastoral Care Module (2 staff members)
- iPad classroom implementation (2 staff members)
- Leading Numeracy Intervention (1 staff member)
- Leading Literacy Intervention (1 staff member)
- Leading Indigenous Education (1 staff member)
- Leading Libraries (1 staff member)
- Association of Catholic School Principals’ Conference (1 staff member)
- Diocesan Gifted and Talented Conference (1 staff member)
- Moving from Exchange to Google (1 staff member)
- Religious Literacy Assessment Marking (1 staff member)
- Setting up your online classroom with DOW cloud (1 staff member)
- Successful iPad classroom (1 staff member)
- Primary RE Rethink Programming (1 staff member)
- REC Conference (1 staff member)
- Reading Recovery Teacher training (1 staff member)
- Reading Recovery Support Teacher training (1 staff member)

The average expenditure by the school on professional learning per staff member was $851.
In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of $1 037.

Catholic Life & Religious Education

Ss. Peter and Paul Parish Primary School actively involve all staff and students in the traditions and practice of the Catholic faith. The focus for staff throughout 2015 has been the Capacity of Prayer, which has been facilitated by the Lamplighters Team. The focus incorporated specific guided prayer times, meditation, journaling and culminated in a Spirituality Day, which was facilitated by the Lamplighters Team at the Abbey, Jamberoo. A number of staff members were also involved in opportunities throughout 2015 which included Lamplighters, RE Literacy Day, RE Network Days, One Mission Conference and various retreats. Our focus on the Capacity of Prayer 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. The school facilitated Retreat Days for First Holy Communion and Confirmation candidates. Our Parish Priest and Assistant Priest visited the
classrooms to support the faith formation of the children 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, ANZAC Day Liturgy, National Aboriginal Islander Day Observance Committee (NAIDOC) Week, Grandparents Day, Saint Mary of The Cross Diocesan Mass, Caritas Mass, Sacramental Masses, All Saints Day, Diocesan Principals’ Mass, Advent Liturgies and End of Year Mass were all commemorated. The Year 6 Bishop’s Mass provided students with the opportunity to celebrate receiving the Eucharist with Bishop Peter Ingham and other students throughout the Diocese. Opportunities for the students to celebrate the Sacrament of Penance were also provided weekly by our Priests.

The Parish and school continued to work closely together. The Principal has strengthened bonds by accepting a position on the Parish Council. Each Stage happily supporting the Sunday Family Mass. Students from Stage 2 and Stage 3 took up the ministries of reading, supporting the parish through singing, bringing the gifts forward and altar serving each Sunday at the Family Mass. The students also performed simple dramas, proclaimed the scriptures, welcomed parishioners, sang and lead the parish in the prayers of intercession. The school and parish also worked together in Term 4 training many students to become altar servers.

Reaching out to those who are less fortunate remained a priority in 2015. 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 3 the children participated in a Crazy Hair and Sock Day to raise money for Mission month whilst Christmas items were collected for St Vincent de Paul Christmas Appeal. Mini Vinnies made cards for those who may not receive Christmas cards and shared Christmas lunch with 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 framework of Knowing, Working with, Applying and Valuing the Tradition informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4.

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2015. The school cohort in 2015 consisted of 38 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 42 completed the Extended Task (Part B). The Extended Task was based on the Unit: One With God’s Creation and was completed during the first half of Term 3. A number of students work was selected to be on display at the CEDoW Office, whilst all Stage 2 students presented their work in a Showcase for parents, teachers, students and friends to view.

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
- Identifying ways that they continue the ministry of Jesus
- Demonstrating an understanding of Jesus’ teaching on the practice of giving
● Writing a prayer for thanksgiving for being made in God's image
● Demonstrating growing familiarity with Scripture stories
● Demonstrating an understanding of the Commandments and relate to own life

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

● Identifying how they continue the mission of Jesus today
● Demonstrating understanding of Jesus' teaching on forgiveness
● Identifying the three Sacraments of Initiation

**Year 4 students achieved the following results:**

For Part A, 10.50% % of students were placed in the developing level, 57.90 in the achieving level and 31.60% were in the extending level.

For Part B, 7.10% of students were placed in the developing level, 42.90% in the achieving level and 50.00% were in the extending level.

Combining Parts A and B, 5.30% of students were placed in the developing level, 60.50% in the achieving level and 34.20% were in the extending level for Religious Literacy.

**School Review and Improvement**

School Review and Improvement (SRI) 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 2015**

- **Key Area 1: Catholic Life and Religious Education**
  1.4 Parents, parishes and the broader Church

  Goal: For Ss Peter and Paul Parish School to offer our community a diverse range of opportunities, so we can grow in faith together.

- **Key Area 2: Students and Their Learning**
  2.3 Reporting student achievement

  Goal: That teachers, students and parents will continuously collaborate in communicating student achievement and plan for future learning.

- **Key Area 3: Pedagogy**
  3.4 Planning, programming and evaluation

  Goal: For staff to plan and develop effective programming and evaluation processes that reflects current curriculum documents and demonstrates a direct response to students' varied needs.
Key Area 4 Human Resources Leadership and Management
4.1 Recruitment, selection and retention of staff

Goal: That the school’s culture and commitment to teaching and learning consistently drives the recruitment, selection and retention of staff

Key Area 5 Resources, Finance and Facilities
5.3 Environmental Stewardship

Goal: By the end of 2015, the school community will have introduced initiatives to lower electricity use and established and developed a maintenance program for the Kitchen and Aboriginal garden.

Key Area 6 Parents, Partnership, Consultation and Communication
6.2 Reporting to the community

Goal: By the end of 2015 we will share more information with the wider community through a greater variety of mediums so that our achievements are shared beyond our school community.

School Review and Improvement components to be reviewed and rated in 2016:

Key Area 2: Students and their Learning
2.4 Integration of Information and Communication Technology

Key Area 3: Pedagogy
3.5 Assessment
3.7 Professional Learning

Key Area 4: Human Resources Leadership and Management
4.3 An Ethical Workplace Culture

Key Area 5: Resources, Finances and Facilities
5.1 ICT Resources

Key Area 6: Parents, Partnership, Consultation and Communication
6.3 Linkages with the Wider Community

Key Area 7: Strategic Leadership and Management
7.2 Innovation, Development and Change

There are three major focus areas for the school next year. These include a focus on learning in the early years, implementation of a new technology plan and participation in Mathematics professional development. The interrelated nature and links of the identified components enable a strategic implementation of the school’s learning plan. The school will also continue to make a response to the encyclical from Pope Francis: ‘Laudato Si – the care of our common home’.
Financial Summary

During 2015 there were three main sources of income for Ss Peter and Paul Primary School. These were the CEDoW, the parish based School Enhancement and Debt Survey Obligation (SEDSO) and the Parents and Friends Association (P&F). We also received a private donation of $10 000.

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 around $8000. This was used to purchase student centred resources for aspects of learning such as literacy and numeracy resources, Information Communication Technology (ICT) 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 ICT and grounds upgrades have been budgeted for during 2016.

The following graphs reflect the aggregated income and expenditure for Ss Peter and Paul Catholic Primary School, Kiama for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.

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 (KLAs) 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.

The school is currently in its fourth year of implementing School Wide Positive Behaviours for Learning (SPBsL). Staff surveys showed implementation of teaching, monitoring, rewarding and managing behaviours in the school environment. This year there has been a focus on consolidating SPBsL 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 behavioural expectations based on the school’s Code of Conduct and strategies to respond to inappropriate behaviour. Staff identified priorities for classroom-based options to allow learning to continue when problem behaviours occur and to access formal opportunities for parents to receive learning and support as individual student needs arise.

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 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 the 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, Empower and Standing Strong for Stage 3 students, 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 Minister 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 CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2015.

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.

Learning and Teaching

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 2015, 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 NSW Board of Studies 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 NSW Board of Studies, Teaching and Educational Standards (BOSTES) new syllabi incorporating the Australian Curriculum. Staff members alongside the Principal, have attended Professional development in English and Mathematics
to maintain current knowledge with latest developments and practices in these domains. Through professional development opportunities and meeting’s the staff have implemented the new Science and Technology curriculum and have prepared for the introduction of the History and Geography Syllabi which will be implemented from the beginning of 2016.

Throughout 2015, 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 continua. The Sentral database continues to be utilised to report student progress to parents in both June and December. Online Australian Council for Education Research (ACER) testing was introduced assessing student performance in Comprehension, Mathematics, Grammar and Punctuation and Writing. Children from Years 1-6 participated in the Comprehension and Mathematics assessment tools and children from Years 3-6 were assessed also for Grammar and Punctuation and Writing.

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. SMART Boards were fitted with Apple TVs allowing for flexibility of students demonstrating their learning. Professional development from the ICT Team from CEDoW, alongside the school Leadership Team, conducted a parent information session on the intended implementation of a 1:1 iPad program for 2016 for Stage 3 students. 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 2015 there has been a continued focus on developing consistent teaching practice of reading across Stages 2 and 3 with the implementation of the Focus on Reading model. The use of the 6 comprehension strategies (predicting, questioning, summarising, visualising, making connections and monitoring) is being explicitly taught in these Stages. To support children with these strategies, children in these Stages furthered their learning through their involvement in comprehension routines of Reciprocal Teaching and Literature Circles. This particular focus was supported during collaborative programming meetings and demonstration lessons.

The Professional Development Planning and Review (PDPR) process for 2015 concentrated on the improvement in Mathematics teaching. This was supported by a whole day Professional Development course conducted by a Mathematics consultant who focused on the developmental skills in understanding Place Value.

Literacy and Numeracy were 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 Aborigines and Islanders Day Observance Committee (NAIDOC) Week and Sorry Day. Practical application of Indigenous awareness was implemented regularly through school prayer and assemblies. The school’s choir repertoire included the singing of the National Anthem in Dharawal language at community events such as Autumn Fest.
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 2015 to identify students who would benefit from a Gifted Education program. Selected students from Stage 3 participated in the Wollongong Dioceses Gifted Education Program – Stretching Potential through Learning in Interactive and Challenging Environments (SPLICED) based on Religious Education and Creative Arts. The extended task was exploring the 500th Anniversary of St Teresa of Avila. Five Stage 3 students had their artwork and descriptions published.

A teacher of Music and a teacher of Visual Arts were employed during 2015 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, students participated in learning to play the ukulele as a key feature for students K-6 during music lessons. The students also took part in the whole school drama productions: K-2 ‘Showtime at Sea’ and Years 3-6 ‘Pirates of the Curry Bean’.

Personalised Plans (PPs) 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. Personalised Plans were also developed for students with diagnosed orders and medical conditions. All plans were recorded on the Catholic Education Commission’s database and information was made available for the Nationally Consistent Collection of Data. The Managing Student Pastoral and Educational Concerns (MSPEC) Team, established in 2014, 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.

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 2015, Reading Recovery (RR) was offered to Year 1 students who were having difficulties with reading and writing. The RR teacher delivered specific programs to support these students as well as to ex-Reading Recovery students in Year 2 and 3. This intensive support focused on reading strategies and writing skills.

Expanded Learning Opportunities

Opportunities were provided in academic, cultural and sporting domains throughout 2015. Competitions offered included the International Competitions and Assessments for Schools English, Writing, Spelling, Science and Mathematics.

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 and cricket. Teams attended the NSW Catholic Primary Schools Basketball Challenge in Albury during October. Several teams participated in the Rod Wishart and Paul McGregor Rugby League competitions, with the team from the Rod Wishart competition going through to participate in the Regional Championship.

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 Autumn Fest, Kiama Council Sorry Day and Kiama Carols by Candlelight. School representatives were also chosen from Year 5 and 6 to compete at the Diocesan Southern Illawarra Cluster Competition for public speaking. The Year 5 student went on to win the Diocesan Competition.
All students K-6 had the opportunity to submit works for the Kiama Art Society’s Competition. All children in Stage 3 participated in the Diocesan Christmas Art Competition and one student was successful in achieving a 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 (SICS) 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.

In Literacy for 2105 Year 3 performed higher than the National mean across all bands, with a noticeable gain in the top two bands for Reading. There were no children who were reported in the lower bands for writing, with a significant improvement in the top two bands for Writing. In Spelling along with Grammar and Punctuation our students performed higher than the National mean in the top two bands. In Year 5, 91% of our students performed in the top four bands for Reading and they also performed higher than the National Mean across all bands in Writing. In Grammar and Punctuation our Year 5 students were reported either higher or at National mean.

In Numeracy for Year 3 our students performed significantly higher than the National mean in the top two bands. In Year 5 students were reported in the first four bands as higher than the National mean and about the same as the National mean in the top two bands. Our trend data indicating that our Year 5 students, in Bands 3 and 4 have had learning gains exceeding expected growth in Numeracy.

Highlights in the 2015 results were the improvement in results across both Year 3 and Year 5 in Writing, with most students maintaining or exceeding their expected growth in Spelling. Year 5 numeracy results with an improvement in results for the students in bands 3 and 4.
### 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 2015: % 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><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>3%</td>
<td>40%</td>
</tr>
<tr>
<td>National</td>
<td>13%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0%</td>
<td>43%</td>
</tr>
<tr>
<td>National</td>
<td>9%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>5%</td>
<td>40%</td>
</tr>
<tr>
<td>National</td>
<td>16%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>13%</td>
<td>30%</td>
</tr>
<tr>
<td>National</td>
<td>13%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>10%</td>
<td>41%</td>
</tr>
<tr>
<td>National</td>
<td>17%</td>
<td>49%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>NAPLAN 2015: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

Parents

Parents were overwhelming in their belief that Ss Peter and Paul developed a knowledge and understanding of the Catholic tradition in students. They were pleased with the communication tools in place and indicated that these need to be consistently utilised. Parents are supportive of the direction of the school and the initiatives in place.

Students

Students at Ss Peter and Paul agree that spending time with their student buddy is a highlight of their school life. They enjoyed the excursions that we offered during 2015. Students in Kindergarten enjoyed learning activities such as Godly Play. Stage 1 students enjoyed the ‘happy faces’ as they came to school each day. Students in Stage 2 loved participating in the school production and appreciated the friendly
people at Ss Peter and Paul. Stage 3 students stated that school was ‘fun’ and they particularly enjoyed the opportunities to use technology for learning.

Staff

Staff agreed that Ss Peter and Paul is a positive, supportive and challenging workplace environment. They believe that they work well together to maximise the learning potential of students and to meet their individual learning needs. Staff commented that Ss Peter and Paul staff are very supportive of the students are always looking for new and innovative ways of learning and teaching. Staff stated that they collegially support each other through the sharing of ideas and skills to provide opportunities for students to achieve their potential.