



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



Ss Peter and Paul's Primary School Goulburn

10 Knox Street, Goulburn 2580

Phone: 02 4821 3304

Email: office.sppg@cg.catholic.edu.au

Website: www.sppg.nsw.edu.au

Principal

Mrs Maree Wilsmore

Section One: Message from Key Groups in our Community

Principal's Message

Ss Peter and Paul's Primary School is situated on approximately six hectares of natural bushland in the residential area of West Goulburn. The school's mission is to provide quality education to students from Kindergarten to Year 6 in a Christ centred environment where the Mercy Values are present in the relationships and interactions of all members of the school community. Together, parents and school staff work together to ensure that students graduate as life-long, self-motivated and independent learners. The school is staffed by excellent inspiring teachers who promote the school's Vision statement and encourage students to "Learn with excellence, Lead by example and Love with Jesus in their heart."

Parent Body Message

I thank the school community for a wonderful 2016 at Ss Peter and Paul. We have again had a very successful year. The school received an outstanding school review by the CEO, with very positive comments about the teaching strategies and learning environment. We have purchased another 30 iPads and the old library has undergone major renovations which include an amazing music room and sacred space to hold class liturgies.

I would like to thank our Parish Priests, Father Dermid McDermott and Father Assin and the individual members of the School Community Council both past and present for their support and guidance throughout the year. I must also thank the members of the P&F for all of the fundraising and work you do for the school and the many other parents and carers who give their time for the school whether it be doing, book club, school banking, uniform shop, canteen, reading mums and dads, working bees, grounds maintenance and anyone else who gives up their valuable time for our students and school.

Our school has a very professional staff and parent community and we are very grateful for their work.

Student Body Message

Ss Peter and Paul's School is a lovely school where the teachers, parents and students are respected and honoured. The school offers excellent academic, sporting, pastoral and cultural opportunities to students.

'Be Safe, Be Respectful and Be Responsible' are the 3 school rules that ensure our community is safe, positive and welcoming to all members of the school community. The up-to-date classroom facilities give us a chance to learn in a more virtual environment. Students use iPads and laptops in all subject areas.

There is a strong student leadership program for all students in Year 6. We are heavily involved in, and support, Peer Support, the Peace Keepers program, assemblies and school and community activities and celebrations.

The playground facilities are varied, offering the hall, library, oval and play equipment areas at the different break times.

Section Two: School Features

Ss Peter and Paul's Primary School is a Catholic systemic Co-educational School located in Goulburn.

We want every student here to belong. The dedicated and supportive teaching staff and specialist Music, Sport, Literacy and Numeracy teachers endeavour to cater for a wide range of abilities and learning styles. Professional development and the use of technology is an integral part of the teaching and learning process. The students have many opportunities to participate in local community events and the extra – curricular activities of Speech and Drama, University Competitions, Music, Choir, Gardening, Dance and Newspaper Clubs, Public Speaking and representative sport. Other programs that complement and support the student's educational journey are the Kinder Readiness program, Reading Recovery, NIP (Numeracy Intervention program), Minilit, Seasons for Growth, enrichment classes, Mini Vinnies, Support for Charities, a strong student leadership, and the Peer Support and Peace Keepers program. Each child is able to develop their talents with confidence and purpose, and be the best they can be. Their achievements, strengths and progress are continually valued and celebrated.

Central to the school vision are the values of Respect and Responsibility which are being promoted through the formal and informal school curriculum and are an integral part of student and staff welfare policies and practices. As a Kidsmatter school, with the promotion of Making Jesus Real and Mercy Values in our daily interactions and relationships and the teaching of our Peer Support module that supports our vision statement, the school is modelling and teaching the values of Respect and Responsibility.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

Religious Life and Religious Education at Ss Peter and Paul's Primary School has two key focuses: The Religious Education Curriculum, and the development of the Catholic Ethos and Identity of the school.

Ss Peter and Paul's Primary School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. The Catholic Ethos and Identity of our school is supported and developed by integrating Mercy Values into all areas of school life, fostering spirituality and promoting a close partnership with the Parish. The values and traditions of the Sisters of Mercy, the founders of our school, have continued to be embedded into the everyday life of the school. The school's Vision and Mission Statement is aligned with the school's Catholic Identity.

The Mercy Values of Compassion, Excellence, Justice, Service, Stewardship, Dignity, Hospitality and Mercy guide the staff and students actions in living out our School's Vision and Mission. This is reflected in the daily events and activities of our school life: whole school focus on living a chosen Mercy Value recognising, acknowledging and celebrating examples of Compassion, Excellence, Justice, Service, Stewardship, Dignity, Hospitality and Mercy the development of a Mercy Values based Peer Support program integrating the principles of Making Jesus Real and Kidsmatter in our school curriculum. The Mini Vinnie leaders promote the value of Justice through organising fundraising events to support Caritas, Mercy Works, St Vincent de Paul, Samaritan's Purse and Catholic Mission.

We celebrate our Catholic identity and nurture the spirituality of all members of our school community through Prayer, liturgy and school spiritual celebrations. Parents are invited and welcome to attend Class Masses and Prayer Celebrations such as: whole school Liturgies for Holy Week, Pentecost, Our Lady of Mercy and Advent; our special Ss Peter and Paul's Feast Day Mass and its charity activities; the opening school liturgy and induction of school leader's ceremony and other events and activities.

The Sacramental Reflection Days, Christian Meditation, Lectio Divina, Godly Play, Staff spirituality retreats and other Important occasions including Harmony Day, NAIDOC Week, Catholic Schools Week, ANZAC Day and Remembrance Day also nurture the spiritual and religious dimension of the school community.

The new Sacred Space at Ss. Peter and Paul's will be commissioned and officially opened in 2017. This Space will be used to foster the faith formation of the students and staff at SS. Peter and Paul's in a variety of ways including allowing the celebration of Eucharistic and Non-Eucharistic liturgies more regularly within each stage/ class group and providing a space for group and staff prayer and Christian Meditation.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
116	125	0	241

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2016 was 94.19%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96%
Year 1	93%
Year 2	95%
Year 3	94%
Year 4	94%
Year 5	94%
Year 6	94%

Managing Student Non-attendance

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

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;

- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
16	6	22

* This number includes 10 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

All staff at Ss Peter and Paul's School are involved Professional Learning individually and as a whole staff at staff development days, twilight and staff meetings. During 2016 professional learning focused on a Religious Education Retreat , Kidsmatter and Understanding Anaphylaxis and Diabetes. The COSA project supported the development of Numeracy, data walls and Archdiocesan Mathematics Framework.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	38%	49%	17%	11%
	Writing	48%	49%	3%	6%
	Spelling	38%	46%	14%	12%
	Grammar and Punctuation	38%	52%	10%	10%
	Numeracy	21%	36%	10%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	53%	35%	12%	15%
	Writing	18%	17%	15%	18%
	Spelling	41%	30%	12%	18%
	Grammar and Punctuation	56%	36%	12%	15%
	Numeracy	32%	29%	12%	17%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2016

There has been a strong emphasis on professional development in the area of Numeracy through the COSA projects of the past 3 years. Collegial and collaborative professional conversations, mentoring and team teaching under the guidance of the COSA team have been supported the implementation of inquiry based learning and differentiated teaching and learning, not just for students who need support but for high achieving students.

There has also been a strong emphasis on the integration of ICT in the curriculum areas. Each classroom have 3 iPads and 3 Laptops for their use as well as 30 mobile laptops and iPads. The availability of ICT and professional development through the T4C project has increased the skills and knowledge of staff and students.

The Literacy skills of students and their engagement in tasks have all had positive results. Of particular mention are the voluntary free writing and voluntary free reading activities. Again the use of student data is used to inform the teaching of Literacy; leading to differentiated teaching and learning, the maximising of student achievement and more positive engagement with tasks.

Priority Key Improvements for 2017

Continuation of inquiry based approach to teaching; use of student data to inform the teaching and learning cycle and observe the progress and achievements of students in their learning journey especially in Maths, using the Data Wall; teachers using a variety of strategies and activities that support the emphasis on differentiated teaching and learning; increased integration of ICT in all curriculum areas

Completion of the refurbishment of the Sacred Space/Chapel and the Music room; addition of chickens to the playground; beautification of the school playground; involvement of students in the lunchtime clubs; school leadership program and Peace Keepers program; merit awards system focusing on different Mercy Values each week.

Continued implementation of Kidsmatter and progress with the second component; implementation of newly designed Peer Support module based on the Mercy Values; continual promotion of SPPG being a welcoming and inclusive school community where staff, parents and students display respect for one another; parent communication via school app, Facebook page, email, school website, notes etc; Mini Vinnies sleep out and other fund raising activities.

Section Eight: School Policies

Student Welfare Policy

The Student Welfare Policy recognises the responsibilities and rights of all members of the school community, incorporating the Gospel and Mercy values and a positive and caring approach. The policy is strongly supported by the school's involvement in the School Wide Positive Behaviour Support program. The three school rules and Mercy Values underpin all interactions and relationships within the school and wider community. The desired outcome is a safe, harmonious, just and positive learning environment.

Corporal Punishment is prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

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Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents used an online survey to provide informal feedback and comments about the school as a whole. 57 parents responded to the survey.

Parents provided an overall positive response to the survey. Some of the areas of positive response included, excellent communication with parents, staff are approachable, students receive a balanced all-round education, the school is a safe place, prayer is important and they are happy with the school's facilities. Additional remarks were welcomed and they included positive comments on the professional attitude of the staff, the school app, the size of the playground, my child is learning and is engaged, the level of care provided to students, the amount of sport that students are exposed to and the community feel to the school.

Student Satisfaction

Students used an online survey to provide feedback and comments about the school.

Students expressed strong feelings about the big oval, the teachers help them learn, sport, the school accepts and welcomes everyone and that you can be around your friends in the playground. The majority of students indicated that they like being at the school, they use technology to help them learn, the school gives them opportunities to do interesting activities, the teachers make interesting lessons, they would recommend the school to others and the strongest response that the teachers care about the students.

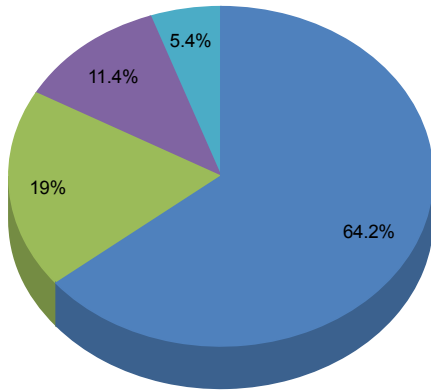
Teacher Satisfaction

All staff had the opportunity to participate in the online survey and to provide feedback about the school. 19/22 staff completed the survey.

Staff indicated that they believe their work at our school is important, they make a difference to our students, prayer is important at this school and this is a good Catholic School. Particular mention was made about the friendly and professional nature of the teacher's and leadership team, the pastoral care provided to students and families, our Catholic identity and the supportive staff members who are always willing to lend a hand and incorporate the Mercy Values.

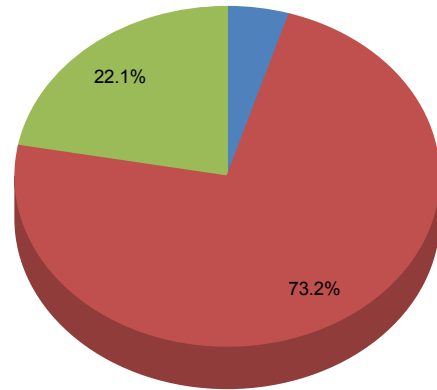
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (64.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (19%)
- Fees and Private Income (11.4%)
- Other Capital Income (5.4%)

Expenditure



- Capital Expenditure (4.7%)
- Salaries and Related Expenses (73.2%)
- Non-Salary Expenses (22.1%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,961,182
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$580,993
Fees and Private Income ⁴	\$349,823
Other Capital Income ⁵	\$164,747
Total Income	\$3,056,745

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$148,132
Salaries and Related Expenses ⁷	\$2,295,909
Non-Salary Expenses ⁸	\$693,663
Total Expenditure	\$3,137,704

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.

4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.