



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



Sts Peter and Paul's Primary School Garran

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Principal

Mrs Margaret Pollard

Section One: Message from Key Groups in our Community

Principal's Message

Saints Peter and Paul Primary is a Catholic school located in the inner south suburb of Garran, close to Woden and the Canberra Hospital. Gospel values underpin all aspects of school life in our community. The school is proudly an inclusive Catholic school, where all are welcome and each individual is valued. Our staff members cater for the needs of each student, working to ensure that each child is given the opportunity to develop his or her potential in a supported and welcoming environment.

Each morning is dedicated exclusively to the teaching of literacy when teachers work through modules focussed on writing and reading. All students publish original work at least once each term.

Teachers are skilled at providing a balanced teaching program which combines academic rigour in an innovative, contemporary educational framework. All students have access to iPads. The students in Year 2-6 have 1:1 access to school owned devices. Students in Kindergarten and Year 1 have 1:2 access as needed.

The Kids' Pantry provides a favourite extra-curricula opportunity for all students who cook delicious meals based on seasonal produce sourced from our kitchen garden and eggs from our chickens.

Parent Body Message

The School Community Council met eight times during 2016. The SCC comprised eleven members: six parent representatives, three members of staff, the Principal and the Parish Priest. Two open parent information nights were held during 2016. The main work of the School Community Council is to support the mission of Catholic education within the school. Working with the Principal and Parish Priest School Community Council members provide leadership to the wider community.

The active engagement of School Community Council members ensures that the partnership between parents and the school is enhanced. Community events held during 2016 included a Trivia Night, Movie Night, two School discos, four Working Bees, Mothers and Fathers Day breakfasts, four Parish Masses and the Kindergarten Nativity.

Saints Peter and Paul will host the Catholic Schools Soccer Carnival in March 2017. A committee was established in April, 2016 to begin the strategic planning for this major fund raising opportunity. We hope to raise \$25,000 and plan to use funds raised to renovate our school hall and to replace the seats which have graced the hall since 1968.

Student Body Message

There are many highlights to being a senior student at Saints Peter and Paul school. Each of us has a leadership name tag and leadership shirt which we wear proudly each day. During the year we choose to join two of four leadership teams; Media leaders organise assemblies, Charity and Social Justice leaders work with charities such as Mini Vinnies and Project Compassion to provide food and funds for less fortunate people, Sport leaders organise teams for the swimming, athletics and cross country carnivals and Environment leaders look after the recycling bins and our chickens.

Another highlight of our year is the Camp in Term One. This year we went to Cooba for three days and had fun challenging ourselves with archery, high ropes, giant swing, gladiator run and orienteering.

Music forms an integral part of school life at Saints Peter and Paul. All students have music lessons each week and we can join the School Choir or the Liturgy Choir. Each term parents

are treated to a music concert which showcases our work. We also love our lessons in the Kids' Kitchen where we use produce from the garden to create fresh, delicious meals.

Section Two: School Features

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

Saints Peter and Paul Primary School is a co-educational Catholic Primary School located in Canberra's inner south and offering a high quality education to all students. The school caters for students in Kindergarten to Year 6 and has a current enrolment of 265 students.

Our school provides an integrated educational experience focussing on traditional learning in literacy and numeracy subjects, as well as embracing learning through an excellent information communication technology program. Our students benefit from our hard-working, professional and highly skilled staff as well as from access to extensive resources.

The Learning Support program aims to nurture students with special needs and to offer the opportunity for them to be integrated as much as possible into mainstream classrooms. Our school was established in 1968 by the Sisters of the Holy Family of Nazareth. As Saints Peter and Paul Primary nears its fiftieth anniversary, we will continue to strive to provide the best possible resources and support to our students and staff in an authentically Catholic context.

The school community maintains close links to our Parish Church, led by our Parish Priest. Our Sacramental Program is Parish-based and prepares children for the sacraments of Reconciliation, First Communion and Confirmation. The school supports and complements the work of parents in the education of their children. We have an active parent body which is led by the School Community Council. Parents keenly support school events such as Mothers' Day and Fathers' Day Breakfasts, Grandparents' Day celebration, the Kindergarten Nativity, Working Bees and School Discos. In recognition of the feast day of Saints Peter and Paul on June 29, this year we will celebrate a whole school Mass, followed by an afternoon of fun activities for all students.

Many opportunities for extending students are provided through our Gifted and Talented program. Tournament of Minds is a problem solving competition run by the Australian National University which we offer. As well we run a Science Week for all classes, the Hour of Code and the Rostrum public speaking competition. Maths Olympiad is offered to students who excel in Mathematics and problem solving. Our school also enters students in the Literature Challenge.

The school provides many opportunities for students to participate in extra-curricula activities. They can choose to play in basketball, soccer or netball teams. Parents can also opt for their children to join the school Choir and to have private lessons from specialist piano, violin, saxophone, drum and speech and drama teachers who work in the school. For more information, please go to our website: www.stpandp.cg.catholic.edu.au

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

Saints Peter and Paul Primary School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. Religious Education is taught at the school both explicitly in the learning activities planned by teachers, and through the life and culture of the school. Saints Peter and Paul Primary School is an authentically Catholic school where students are encouraged to live in a Christ-like manner through a variety of initiatives.

In 2016 the overarching school theme was 'Nourished with Care'. This was broken into sub-themes for each term, Care for Environment, Care for Self, Care for Others, Care in Action.

Throughout the year we focused on the values of respect, self-belief, equality and generosity. These values were highlighted in the school newsletter and explained to students through our focus assemblies. The Spirit Award was given to students who demonstrated the fore mentioned values and their photographs were displayed in the front foyer. In line with the school values, a photo competition was held for students to demonstrate how each value could be shown. The competition winners had their photographs printed on canvas and exhibited in the front foyer. Every fortnight the Principal's Award was given to one student who demonstrated the Spirit of Saints Peter and Paul.

In order to give students a deeper understanding of the Gospel stories, Whole School Friday Prayer was continued to allow our students a greater understanding of Jesus' mission and to follow the liturgical calendar. Run by the Year 6 Charity and Social Justice leaders, this whole school prayer experience breaks open the upcoming Sunday Gospel in a child centred manner.

We are committed to participating in the Sacramental life of the Church through our participation in the Parish Sacramental Programs. As a community we celebrated whole school Masses and Prayer Celebrations, including the feast days of our patron saints, Saints Peter and Paul. We also participated in the celebration of the Feast of the Transfiguration with our parish sister school, Holy Trinity.

In addition to the teaching and learning experiences conducted within the classroom, the school offered specialised initiatives such as Peer Support, the Charity and Social Justice Leadership Team, Whole School Prayer, Liturgy Choir and community connections with Malkara School including the weekly walk by Malkara students and leaders from our school.

Staff professional learning in 2016 was a focus on the writings of Pope Francis in *Laudato Si*. The day was facilitated by Andrea Dean who helped staff members to develop a greater understanding of the importance and fragility of our environment.

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
157	148	37	305

* 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 92.82%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92%
Year 1	94%
Year 2	92%
Year 3	94%
Year 4	93%
Year 5	93%
Year 6	91%

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
21	11	32

* This number includes 14 full-time teachers and 7 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Teachers participated in three whole school professional learning days in 2016:

*Spirituality day facilitated by Andrea Dean - Laudato Si - one day

*Positive Partnerships facilitated by Rose Newman - two days

Teachers participated in two 3-hour twilight meetings in February and August

*Words Their Way - Grammar and Punctuation facilitated by Chris Killey

Teachers also completed First Aid training, ASD professional learning with Sue Larkey and various twilight Spirituality sessions.

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	60%	49%	4%	11%
	Writing	59%	49%	6%	6%
	Spelling	65%	46%	4%	12%
	Grammar and Punctuation	67%	52%	6%	10%
	Numeracy	45%	36%	4%	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	39%	35%	17%	15%
	Writing	9%	17%	9%	18%
	Spelling	22%	30%	17%	18%
	Grammar and Punctuation	33%	36%	11%	15%
	Numeracy	28%	29%	14%	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

Each year the school develops an Annual Improvement Plan indicating the key improvements for student learning outcomes. The plan is drawn from the school's 3 year Strategic Plan and informed by the Internal School Review process.

Our three targets for 2016 were:

1. Faith Formation and Prayer

Key improvements - staff now gather for prayer three times a week, Sunday Gospel forms basis for staff prayer and Friday prayer, Liturgy Choir introduced, prayer cloths used in classrooms to develop understanding of the seasons of the Church, an overnight staff retreat planned for January 2017

2. Consistent approach to teaching of Grammar and Punctuation using Chris Killey as mentor

Key improvements - partnership with Chris Killey continued throughout 2016 including student lessons and parent information night, use of Words Their Way resources evident in programs and classroom displays, improvements in student results as evidenced in ePART data

3. Unified approach to the teaching of Mathematics, including the introduction of investigations

Key improvements - all classes trialled Maths investigations, improved consistency in teachers' Maths programs, teachers shared successes at staff meetings

Priority Key Improvements for 2017

In 2017 our teachers will continue to embed the *Words Their Way* work of the past two year, which was led by Chris Killey. Building on this and implementing the Kaye Lowe model of Literacy Blocks, teachers will dedicate the two hour morning session to Literacy.

Teachers will also continue to apply the knowledge and skills they have gained about Autism Spectrum Disorder from the two day *Positive Partnerships* PL undertaken in January 2016. All teachers have designed and incorporated Calming Spaces in their classrooms and they will continue to make use of these as needed.

During 2017 we will develop a consistent approach to the structure and delivery of Literacy blocks. We will also move towards a more inclusive model of classroom support based on 'keeping my students in my room'. We will also use the introduction of STEM as the basis for extending our use of Maths investigations as we examine our pedagogy.

Section Eight: School Policies

Student Welfare Policy

At Saints Peter and Paul school we aim to provide an inclusive, safe, just and welcoming environment for all students within a nurturing community of respect and cooperation. Every person is appreciated and valued for his or her unique qualities. The partnerships which we build with parents form the basis of our work with students. Our policy is effective because of strong and authentic partnerships with parents. We aim to communicate regularly with parents both to celebrate successes and to manage situations where a student requires additional support.

Corporal punishment is expressly prohibited at Saints Peter and Paul school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline. The full texts of the school's Student Management Policy are available on the school website at www.stpandp.cg.catholic.edu.au.

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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The school policy for Complaint and Grievance Resolution is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained.

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

The Parent Survey was conducted in August 2016. 117 families out of 194 families (60%) completed the survey.

Parents reported high satisfaction in the following categories: the school as a safe place, staff interest in the students, welcome offered to parents and students, contact between home and school, response to concerns, approachability of teachers, staff and leadership team, high expectations of student engagement and behaviour, opportunities for parental involvement, prayer and Religious Education, quality of teaching and balanced approach to providing an all-round education.

Some areas for consideration included student use of iPads, particularly home use by students in Year 3 and 4. Some parents would like more opportunities to be involved in their children's learning. Some parents would like to see the school's facilities improved. Some parents would like to see improved communication between school and home.

Student Satisfaction

The Student Survey was conducted in August 2016. 110 out of 135 (81%) students completed the survey.

Students reported high satisfaction in the following categories: i like being at this school, i feel safe at school, the school encourages me to be a good community member, i use technology to help me learn, my teachers make my lessons interesting, my teachers care about me, my learning is improving, i would recommend the school to others, the use of technology helps to make me a successful learner.

Students reported that they would like to have input into the following areas: organisation of homework, ideas about assessment, the tidiness of the gardens and playground, peer support and student behaviour.

Teacher Satisfaction

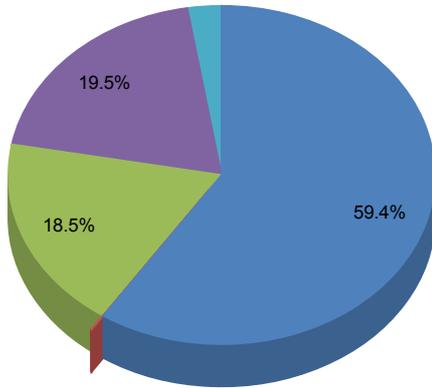
The Staff Survey was conducted in August 2016. 27 out of 32 (84%) members of staff completed the survey.

Staff reported high satisfaction in the following categories: the school is a good place to work, job satisfaction, importance of my work, my work makes a difference to our students, this is a good Catholic school, prayer is important, RE is well taught, school leaders know me as a person and support me well-being, the school is well-organised, i have input into decision affecting my work, my work is appreciated by the Principal, i understand the change initiatives in our school.

Some areas for improvement include: productivity of staff meetings and collaborative planning, access to professional learning opportunities, feedback from professional learning conversations and feedback on things I do well.

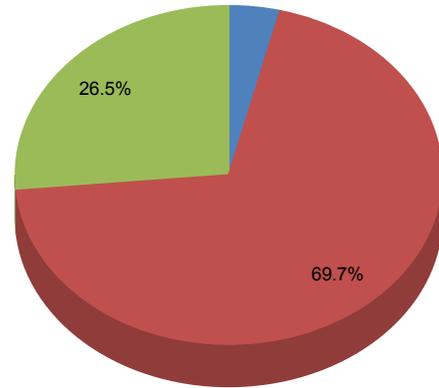
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (59.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.5%)
- Fees and Private Income (19.5%)
- Other Capital Income (2.6%)

Expenditure



- Capital Expenditure (3.9%)
- Salaries and Related Expenses (69.7%)
- Non-Salary Expenses (26.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,351,719
Government Capital Grants ²	\$925
State Recurrent Grants ³	\$733,786
Fees and Private Income ⁴	\$773,757
Other Capital Income ⁵	\$101,803
Total Income	\$3,961,990

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$151,412
Salaries and Related Expenses ⁷	\$2,721,612
Non-Salary Expenses ⁸	\$1,034,103
Total Expenditure	\$3,907,127

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.