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A MESSAGE FROM THE CHAIRMAN OF SCHOOLS’ COUNCIL

2012 was a great year for St Peter’s Anglican Primary School.

Our vision is that St Peter’s Anglican Primary School will provide the children of the Macarthur Region with an inspiring, nurturing and dynamic learning environment, in which they can engage with a strong academic curriculum that is underpinned by Christian faith. It is this three part dynamic that makes St Peter’s Anglican Primary School an education leader in the Region.

Our commitment to building and developing the learning environment at St Peter’s over many years has led to great and growing opportunities for our students. Specifically, in 2012, we have seen technology play a greater part in the education of our students. Our state of the art classroom technology enables students to access the world of thought and imagination. Our wireless network and the provision of tablets for Year 5 and 6 students gives them confidence to learn independently. These are exciting days to be a student. However, they are dangerous days to be educators.

We live in a world run by technology and the application of technology to education is very exciting. It expands students’ minds and their understanding and perception of the world. Most homes have devices that place them in touch with every corner of the globe in an instant. They can discover anything at anytime. Here then lies the danger in our century’s pursuit of technology. As Bill Gates wrote a few years back,

“Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important.”

St Peter’s continues to pursue cutting edge educational processes. But more importantly, St Peter’s continues to pursue well trained, thoughtful, excellent teachers and staff. All the technology in the world cannot replace the crucial need for students to learn about the global community in community with teachers, parents and peers. If we lose sight of this important work, we have lost sight of education.

With this in mind and our commitment to keeping Jesus at the centre of our school, St Peter’s Anglican Primary School continues to produce students who are growing into adolescence with confidence in the goodness of God and an ability to live in and work in our world thoughtfully and collaboratively.

I am very thankful for Stephen Bomford’s leadership of the school over 15 years until his sudden passing. He led a team who are respected and loved by the whole school community. I wholeheartedly endorse the words written at the bottom of page 3 by our Head 2013. I am also very thankful to each member of the Council and the Council staff for their hard work in the last twelve months.

Your prayers for the school are appreciated and please be assured of our support of all our families as we grow and develop tomorrow’s leaders.

Nigel Fortescue
Chairman
A MESSAGE FROM THE PARENTS & FRIENDS’ ASSOCIATION

2012 where did it go? Who could imagine that 12 months could go so fast? We had a year full of celebrations and exciting new adventures.

To begin we started the year with our meet the teacher evenings for which we provided wonderful refreshments and afternoon teas. We introduced ourselves and our new roles. For me this was the first time I had the opportunity to introduce myself as the new Vice President and inform everyone of the new events we would be holding this year.

We then moved onto the Swimming Carnival for which we provided lunch and refreshments for the volunteers and staff for which I know they were very grateful. Our Disco was a great success with a fun night had for all our children.

This year we introduced a Mother’s Day Breast Cancer Morning Tea which will now be an annual event. I cannot express enough how much everyone appreciated the day.

Amending the constitution to change the title Vice President to President of the P & F is a tangible sign that the Church, Schools Council, P & F and school all work together.

Our main goal of the P & F is to support and raise funds for our school so we can provide the best for our children. Our fundraisers consisted of the House Sports Day, Chocolate Drive, Bunnings BBQ, Food Days and our major fundraiser, the Spring Fair, from which we raised a huge $33,897.73, our highest ever.

Working together as a TEAM has enabled us to do an amazing job this year and I hope this will continue for years to come.

I cannot thank the P&F members, teachers, staff and school families within St Peter’s enough for the support and encouragement you have given me as together we have continued to make our school a place where our children love to go and where they learn the true meaning of life through Christ.

Tracy Braithwaite
President
A MESSAGE FROM THE HEAD

“Preparing children for a lifelong love of learning”

The year 2012 marked the thirtieth year of our school. Throughout this time frame, St Peter’s has continued to develop a strong reputation for the pursuit of academic excellence, the provision of rich music programs, as well as challenging school and representative sport, in a distinctively Christian learning environment. In 2012 there were 560 students enrolled as well as 60 students attending the Prep (Pre-Kindergarten) program.

2012 was a most encouraging year for our school community. Academic results were excellent, enrolments were strong and many fine cultural, pastoral and humanitarian initiatives were put into effect to help nurture our students’ love of learning and care towards others. For example, ongoing support for our link school, Intumbane Primary School in KwaZulu Natal, South Africa saw the completion of the Library Building Project along with many school and staff families donating books towards stocking the new Library. Our staff once again funded a visit to St Peter’s School by Miss Bongi, our Intumbane link teacher, and we were privileged to host her three week visit during August/September 2012. It was a great time of sharing, celebration and relationship strengthening. Secondly, in August we were privileged to host a visit for the staff, students and their carers from Beverley Park Special School. Our Year 6 students shared a BBQ lunch with the students, the Senior Band performed a special lunchtime concert and a time of sharing and bonding together was enjoyed by all.

Our students were regularly engaged in opportunities to learn the Gospel message and follow Jesus. Students participated in Scripture classes, Chapel services, lunchtime Crusader activities, Year 6 Bible Study breakfasts and Summit Camps. Faith at St Peter’s is genuine and modelled by active and deeply committed Christian staff. Our 2012 J Rock production “The Prodigal” was screened on national television in November and it was wonderful to see our senior students share this famous parable demonstrating the Gospel message of forgiveness, grace and love to a significant audience.

2012 was a great year of academic success and celebration of student achievement and learning. Our school motto ‘Life Through Christ’ gave us focus and direction. In a year without our former Headmaster, Mr Stephen Bomford,* we will strive to preserve his legacy and pursue his attitude towards life and learning in a spirit of faith and Christian living.

Robbert Alderden
Head 2013

* The commencement of the 2013 calendar year was a deeply distressing time for St Peter’s Anglican Primary School. We were all confronted with the sudden passing of our much loved, greatly admired and deeply respected Headmaster, Stephen Bomford, on 6 January. Words can only begin to express the heartfelt sorrow and grief felt by his family, the school and wider community. Stephen was a wonderful Christian man, visionary and friend. His legacy will long be remembered by those who continue in his footsteps.
THE 2012 ACADEMIC YEAR IN REVIEW

2012 was another excellent year for our school. Students in every grade were engaged in productive and stimulating learning. Relationships were strengthened over the year and students grew in their skills of co-operation, teamwork and leadership, both in the classroom, between grades and in school service. This was strongly evidenced in House and the “Friday Friends” program, a peer support and friendship nurturing, relationship building support initiative, with a particular emphasis on Kindergarten and Year 6 children.

Students who engage in happy, stable peer relationships demonstrate a positive self-image and are confident participants in the learning process. Our 2012 academic results are an expression of students happily engaged in the learning process in response to the love and care shown by their committed teachers, through the provision of state of the art information and educational resources and cutting edge communication technology.

ACADEMIC RESULTS

Kindergarten (Early Stage 1)
Kindergarten have once again made great progress throughout this first year of their formal schooling. Through investigating units such as Australian Animals, Down on the Farm, The Beach and Water Safety, the students have been learning to work in groups and to complete independent tasks. They are immersed in reading and writing activities daily and have progressed at an amazing pace. From learning sounds and sight words at the beginning of the year, through the Jolly Phonics program, many students are now reading well beyond their chronological years. Through interactive programs and using technology, the students have worked in reading groups, allowing them to develop their skills at differentiated levels. The Mystery Picture program has seen the children’s story writing progress from labelled pictures to structured sentences through to detailed narratives. Using their sight words and phonemic knowledge the children write in their journals and enjoy sharing their stories with others. There has also been a Numeracy focus through an integrated developmental play unit that has seen the students consolidate many of the early mathematical skills that they require for the years ahead. It has been an exciting year in Kindergarten 2012.

Years 1 and 2 (Stage 1)
The students in Years 1 & 2 have had a year of great learning, not only within each subject area but also as they developed their social skills and strengthened their friendships. During these early years there is a strong focus on literacy and many students in this stage have become independent readers. Concentrating on Narratives, Procedures and Persuasive texts, the students are learning to write for a specific audience, by implementing correct structure and using language for description, instruction and persuasion. Many of the Mathematics activities have involved using concrete materials to help deepen the students’ understanding of the concepts being taught. Science and HSIE units continue to engage the students and the CAPA and PDHPE syllabus provides plenty of opportunities for the creative sides of our students to be revealed. Year 1 have explored the themes of Under the Sea, Shelters and Toys. Highlights of the year included a visit to the local Fire Station, an incursion about Responsible Pet Care and a fabulous play based on the Mem Fox book Possum Magic. Year 2 have investigated units of work on The Environment, Plants, Energy, The Way We Were and Transport. A literature unit, based on the book Flat Stanley, lead to an exchange of letters and photos with a Canadian school for 2H. The highlights for Year 2 have included excursions to the Wollondilly Heritage Centre and the Maritime Museum, the very successful Dr Seuss day, including a trip to the movies to view The Lorax, and of course the Year 2 camp.
Years 3 and 4 (Stage 2)
Stage 2 provides the opportunity for students to consolidate the skills and understandings that form the foundation of their learning and then expand upon these with new knowledge and insights. It is an exciting time as the students mature and move on from their Junior Primary years. The introduction of specialist science classes with Mrs Ward, the first camp away from school at Kiah Ridge and the opportunity to represent the school in a sporting team are highlights for Year 3. Excursions to the National Park and our local Historic House have led to a deeper understanding of the history of Campbelltown and the environment that surrounds our community. Charlie and the Chocolate Factory Day was a great way to finish a literature study on the works of Roald Dahl. Year 4 delved further back into history and studied the arrival of the First Fleet, which culminated in an excursion to the Hyde Park Barracks. Research into Antarctica was followed by an excursion to the Imax Theatre and the cooking activities and dressing in costume, as part of Japan Day, were enjoyed by all. Highlights for Year 4 included camping at Wambaroo and Ag View, which was part of a study on Primary Industries. However, nothing beats the excitement of receiving your first pen licence!

Years 5 and 6 (Stage 3)
As the oldest students at St Peter’s, Years 5 and 6 have the opportunity to experience responsibility that comes from leadership positions within the school. Library, ICT and Science Monitors, Friday Friends, House Captains and Prefects enable students to demonstrate Life Through Christ by serving others in these roles. Our leaders for 2012 performed their duties with reliability and dedication. Many students in Stage 3 also had the opportunity to participate in J-Rock, delivering the Gospel message of forgiveness, based on the Prodigal Son, through dance and drama. For Year 5, an excursion to Minnamurra Rainforest was a beautiful way to experience the intricacies of this endangered eco-system. Discovering our nation’s democratic roots through the study of Gold and Federation was enhanced by a visit to the Powerhouse Museum and concluded with an invitation for the parents to view a presentation of the research that Year 5 had undertaken. Of course the highlight was a four day camp at Lake Macquarie. Year 6 experienced two great trips this year; a condensed visit to Canberra and a five day camp at Galston Gorge. Units of work, including Parliament and Circuits, were dissected and analysed. A definite highlight of the year was using technology, in the form of tablets, to create a movie as part of the drama component of the curriculum.

Standardised Testing Results for September 2012

<table>
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<th>Reading Comprehension</th>
<th>More than 1 year above chronological age</th>
<th>More than 2 years above chronological age</th>
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<tr>
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<td>81%</td>
<td>15%</td>
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<tr>
<td>Grade 1</td>
<td>64%</td>
<td>32%</td>
</tr>
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<th>Spelling</th>
<th>More than 1 year above chronological age</th>
<th>More than 2 years above chronological age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>80%</td>
<td>3%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>71%</td>
<td>45%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>73%</td>
<td>41%</td>
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NAPLAN - The 2012 National Assessment Program – Literacy and Numeracy Results
St Peter’s NAPLAN results are well above state means in all aspects of the assessments in both the Year 3 and Year 5 cohorts.

In Literacy, 88% of our Year 3 students scored in the top three (of 6) Bands – 13.6% higher than the state result. In Numeracy, 90.9% of our Year 3 students scored in the top three Bands – 24.2% higher than the state result. When comparing the top two Bands, our Year 3 students scored higher than the state average overall by 13% in Literacy and 20.2% in Numeracy.

In Year 5 Literacy, 69.1% of our students achieved in the top three (of 8) Bands – 9.7% higher than the state result. In Numeracy, 67.7% of our Year 5 students scored in the top three Bands – 8.5% higher than the state result. When comparing the top two Bands, our Year 5 students scored higher than the state average overall by 12.1% in Literacy and 10% in Numeracy.

The comparative performance difference between grades and in relation to state level performance reflects a difference in ability between cohorts.

School averages in the 2012 NAPLAN assessments were above State and National averages in all aspects of the assessments and in both year groups. Individual student results were concentrated in the top bands and virtually no student was below the numeracy or overall literacy benchmarks.

Performance on NAPLAN is documented on the My School website www.myschool.edu.au

International Competitions
St Peter’s students were also awarded 156 High Distinction, Distinction or Credit Awards in the 2012 Global English, Mathematics and Science Competitions.

Selective school positions and Scholarships
St Peter’s has a proven and unrivalled record of achievement for the primary years in the South Western Sydney region. Eleven city and local independent school scholarships and selective school positions were offered to 2012 Year 6 students for high school in 2013.

COMMUNITY AND SERVICE
At St Peter’s we challenge students to consider the needs of others as well as themselves. The school fundraises for local charities and projects. Our international focus has been the extraordinary partnership with Intumbane Primary School.

This year we have supported a number of important community activities and charities including:

- The 24 Hour Fight Against Cancer walkathon saw St Peter’s enter a team of students, parents and teachers in this community event which raises money to support cancer sufferers in our Macarthur area.
- Sophia (1D) and Olivia Skandalis (3M) initiated having their long hair cut short to support the program of creating wigs for cancer patients. Miss Dettmann (1D) also participated.
• ‘Toys and Tucker’ - This annual appeal in late Term 4 supports our local community through Anglicare hampers for families in great need in our city.
• Prefects and senior students represented our school at the Anzac Day, Remembrance Day and Vietnam Veterans’ Day Services.
• The Vocal Ensemble and String Orchestra will play at the St Peter’s Church Ladies Guild Christmas Lunch on 4 December.
• The Middle Primary Choir and the Senior Band will perform at Campbelltown Baptist Church’s Friendship Club Christmas Lunch on 4 December.
• Year 6 students hosted a visit of Beverley Park students to our school. Everyone enjoyed the games, activities, lunch and an afternoon Band concert. The Beverley Park students participated by playing some percussion instruments during the performance.
• The Senior Band played at the ‘Ingleburn Alive’ Community Festival in March. They were also invited to play at the Mary Immaculate School Fete in October.

Fisher’s Ghost Parade
In early November we again participated in the Fisher’s Ghost Parade. The theme in 2012 was “I love to read”. Our entry was led by a float with an ensemble from our Senior Band seated amongst trees playing a wonderful repertoire of stirring tunes. Members of the Science Club followed in lab coats. Years 5 and 6 students dressed as J Rock characters and representatives from classes across the school followed together with staff and parents. It was great to see our students ‘hi-fiving’ the crowd who lined Queen Street applauding our effort. St Peter’s was judged best school entry and received a cheque for $1,250 which will go towards Intumbane fundraising. An additional cheque for $400 was received for being judged ‘Best Youth Band’.

CURRICULUM and PROFESSIONAL DEVELOPMENT

Curriculum Development
In preparation for implementation of the Australian Curriculum, the teaching staff examined the draft English syllabus developed for NSW schools by the NSW Board of Studies and identified areas for further development in our teaching. The completed syllabus document was made available to schools and published online in November. The process of familiarisation with the new content will continue in 2013, with full implementation of the English syllabus to begin in 2014.

Professional Development
St Peter’s has a comprehensive professional development program, designed to facilitate whole school growth in pedagogical knowledge and practice. Members of the teaching staff at St Peter’s participate in weekly staff meetings, professional development days and external professional development courses. Staff meetings are an important time for the teachers to critically reflect on their pedagogy and to share innovative practice. The 2012 staff meeting program focused on developing the school as a Professional Learning Community, using the National Professional Standards for Teachers (NPST) as a benchmark for best practice. The Standards define the elements of quality teaching in 21st-century schools, which lead improved educational outcomes for students. Through this process, teachers identified specific focus areas for improvement in teaching and learning and created strategic plans to address these areas. Topics of particular interest included enhancing assessment for learning practices and creating opportunities in the classroom to provide students with vital feedback on their learning.

Throughout the year, teachers attended a variety of external professional development courses to develop their pedagogical knowledge in areas such as Information Communication Technology, curriculum differentiation, assessment, pastoral care, English
and Mathematics. Following attendance at professional development courses, information was shared with other staff members to ensure we are always following best practice in our teaching.

HOUSE SYSTEM

Our House system develops school spirit and encourages interaction between children of different ages. Competitive activities run throughout the year involving classroom and outdoor sports activities. This includes a House Sports Day, a House Chess Competition and the House Competition at our Swimming and Athletics Championships. House leaders also assist with charity fundraising including fundraising for Intumbane.

All children are encouraged to earn House points in a variety of ways, such as good work in class and participation in sport. At the end of each term, the children from the winning House were treated to a special BBQ lunch.

INTUMBANE PARTNERSHIP

The St Peter’s link, established in 2009, continues to forge strong relationships between our two schools. Students are developing empathy for children in a very different culture and learning that they can make a difference by demonstrating their care in practical ways.

Ms Bongi’s Visit to St Peter’s School

Ms Bongi returned home to Intumbane Primary School in KwaZulu Natal in mid September following a wonderful three week visit where she immersed herself in all aspects of school life with us. She has left lasting memories with our students and their families and was just the perfect example of someone far less well off than all within our St Peter’s community, yet God’s love shone forth in every aspect and attitude of her life. An extract from Ms Bongi’s farewell letter follows.

‘It was wonderful to come and see you all again. How beautiful to meet the new young students and many families at the school. I am very privileged and honoured that St Peter’s School staff made it possible for me to come and visit the school again.

Thank you for exposing me to performances like J Rock. What a great experience for me. It was spectacular. What a splendid job by the students and their teachers.

I also had an awesome time moving around classes and in the school playgrounds. The children are so amazing. I am taking a lot of knowledge and ideas with me back to my school. This time I had been lucky to talk to parents, now I know why the children are so kind, lovely and compassionate. They take that from their parents. I could go on – sharing with staff in their morning devotions, joining you at your Whole School Service. You wouldn’t believe how much I experienced here in the life of your busy school. I sat with Mrs Johnson in many of her Junior Primary music lessons and now feel comfortable to teach my students the recorder. I have many ideas to implement in the area of music at Intumbane.

I pray God gives guidance and encouragement to our Intumbane parents who are involved in their children’s education, just as I have seen happening here at St Peter’s.
I had an awesome time at the Spring Fair. I had absolutely no idea what to expect as I have never been exposed to such an event before. I could see it was a massive project for the wonderful P & F volunteers. It was a great experience for me! Thanks for teaching me about Tim-Tams, Lemon Lime and Bitters and Vegemite - and the Blue Mountains, 'The Sapphires’ movie, trains and ferries.

I leave St Peter’s taking home money from your fund raising to buy plants for our vegetable garden and musical instruments, as well as staff raised money to pay the replacement teacher at Intumbane so that I could be released. My cases are overflowing with pencils, rubbers, sharpeners, rulers and many teaching resources to help the teachers at Intumbane.

On behalf of my Principal at Intumbane School I can’t thank you enough for the 2012 project of buying books for our Intumbane-St Peter’s Library (as my learners like to call it). I am so excited that in the next school holidays my Principal and I will have a trip to a large town to buy many, many books. Just beautiful! (You all know this word is one I use a lot!)

I am always grateful to God who made it possible for our paths to meet. The parable of the Good Samaritan has always been one of my favourite parables in the Bible. I have seen it come to pass in my life. The most perfect example is you (St Peter’s whole school community). Thank you for the most perfect, beautiful present ever, the library and the books you have donated.

How I wish you could see the excitement when our children are told to go to the library and their faces when they look at and read books. It is an amazing moment. Intumbane learners love books. They enjoy reading. Thank you for opening up their world through books, the information and knowledge they are getting.

Thank you for teaching our learners about generosity and the ability to serve their communities when they grow up. I believe through this partnership we are raising people who will be good citizens of the country. I pray that God strengthens you and makes you strive in everything you do!

Love from
Ms Bongi

(I love this title you have given me, my friends!)

LANGUAGES AND CLUBS

Language classes (French, German and Spanish) and Science, Writing, IT, Gardening, Building and Chess Clubs have provided excellent opportunities for students to discover new things and learn to develop and apply new skills.

This year we introduced a weekly 45 minutes French lesson across all four Kindergarten classes. This has proved very successful due to the expertise of our French teacher, Mrs Amy Meallonnier. We intend expanding French across both Kindergarten and Year 1 in 2013.

German is also very popular. Our German teacher, Mrs Justine Holmes, has been a guest presenter at Professional Development Days for Language teachers at the AIS in May and in November.
Over 60 students have been involved in weekly Chess Club activities. St Peter’s was again successful in winning the Macarthur Zone Final of the Junior Chess League Competition. Eight St Peter’s teams competed in the Regional One Day Tournament for Primary Schools. The A Team gained 1st place and qualified for the State Finals. They achieved equal 10th position from 57 teams at the State Finals.

MUSIC and PERFORMANCE

It continues to be a source of great joy to listen to the wonderful music presented by our students. The beautiful singing and playing by our Choirs and Senior Band were once again acknowledged at the 2012 Macarthur Choirs and Band Eisteddfod. Our Year 2 Choir placed 2nd in the Junior Section and our Middle Primary Choir placed 3rd in the Primary Section. Our Senior Band once again was awarded 1st place in the Macarthur Eisteddfod with their skilled and dynamic performance.

Music and performance opportunities at St Peter’s are rich and varied. Music is appreciated and valued by our students. As at November 2012 approximately 150 students are involved in choirs, 93 students are involved with concert bands, 30 students are involved in strings ensembles or orchestra, 30 boys are members of the Stomp Band and others are involved in music ensembles such as the Year 3 M&Ms (Music and Movement).

As usual our Bands performed exceptionally well at their concert and it is always very encouraging and entertaining to see our young musicians perform at their individual school music tutors’ concerts throughout the year. Judging by the audience response, our families are always very appreciative of the performances.

The String Orchestra continues to impress at the City of Sydney Eisteddfod where it attained a highly commended result of 86%. Performances by the Stomp Band and other music ensembles throughout the year have once again been well received.

Students have also been involved in the following performance activities this year:

- Lunchtime dance, vocal and instrumental concerts.
- Lunchtime and evening band concerts.
- Lunchtime and evening strings concerts.
- Visiting Music Teachers’ concerts.
- Stomp Band, Vocal Ensemble, M&Ms and the Recorder Ensemble joined other choirs, bands and strings orchestra to perform at our annual Spring Fair.
- Music and performance items are also incorporated into assemblies.
- Kindergarten to Year 4 students were involved in Christmas concerts in late November.
- Campbelltown/Camden District Band (Youth and Training Bands) joined St Peter’s Junior and Senior Bands at a special concert in The Trevor Marriage Hall.
- Holiday Band rehearsal/fun days culminating in a performance for parents at the end of the day.
- J Rock.
- A performance and workshop by ‘Teambeat’ with over 100 drums was presented for students from Years 1 – 6.
- The Senior Band entertains our guests who come for Grandparents’ Day.
- St Peter’s strings players, under the direction of our Strings Teacher Mr Kowalik, have the opportunity to join with other ex-students as part of the L’Estro Armonico String Orchestra.
PREP (PRE-KINDERGARTEN)

Our three Prep classes have developed many skills and have begun to develop new friendships during their first year at St Peter’s. As they have worked towards early Stage 1 outcomes in several key learning areas, they have investigated topics such as; Our Families, Colour & Light and Bugs & Gardens. The children enjoyed the “On the Move” Transport Day and “Messy Day” and have been involved in several literature units. One of the highlights was the Silkworm Project where daily the children watched the life cycle process. Tiny silkworms hatched from the eggs, ate hundreds of mulberry leaves and grew bigger. They then spun cocoons and emerged as silkworm moths, found a mate and laid more eggs ready for next year. In preparation for Kindergarten in 2013, the students were introduced to the ‘Jolly Phonics’ program, learning their sounds and actions. Each student received a beautiful portfolio prepared by the Prep staff, documenting, through photographs and work samples, all that they achieved in 2012.

PARENTS AND FRIENDS’ ASSOCIATION

Our committed and hardworking P&F provide unstinting support for our school. Over $50,000 has been raised for school improvements in 2012. The P&F have also catered for many school events and functions including our Year 6 farewell.

Spring Fair

God blessed us with beautiful weather for our whole school community special day in September. We never under-estimate the tremendous work that is carried out by our P&F. All our musical groups entertained the large crowds and the rides, food and numerous stalls helped make a very successful day. Almost $34,000 was raised for our school.

Thank you to our outgoing President, Mrs Tracy Braithwaite, and the many volunteers who build up our community at P&F or in the classroom. Over 200 parents and grandparents who regularly help at school were invited to this year’s ‘Thank You Afternoon Tea’.

PUBLIC SPEAKING AND DEBATING

All students from Years 3-6 are involved in Public Speaking and the annual competition culminates with an evening of entertaining and captivating speeches from the finalists across the Year 3 to Year 6 classes. Samantha Hughes was the winner in 2012.

All students from Years 4-6 are involved in class debating activities. Four St Peter’s teams were involved in the 2012 IPSHA Inter-School Debating Gala Day hosted by our school. Two out of three teams won their debates. Each team represented our school with distinction.

SCHOOL CAMPS

The ‘Outdoor Education Program’ fosters a different style of learning as students and teachers spend a number of days together sharing everything and realising the importance of considering the needs of others. There are team-building activities and many physically demanding activities and challenges such as abseiling, rock climbing, team challenge,
yachting and orienteering. Students must also learn to live without some of the comforts of home. The camps provide opportunities for personal and spiritual reflection in idyllic bush or lake settings. Years 3 – 6 enjoyed camps at Kiah Ridge, Wombaroo (Southern Highlands), Lake Macquarie and Galston Gorge. Camping programs are developed in conjunction with Crusader’s Summit Educational Camps.

SCHOOL DEVELOPMENT AND MARKETING

School Development
St Peter’s is unique. It is the only Parish-based Anglican Primary School in Sydney and one of only a handful of stand-alone Independent Primary Schools within Sydney. It has strong academic results and an unsurpassed reputation for its rich and varied co-curricular programs. As a school supporting an evangelical parish, St Peter’s aims to be distinctively Christian in all that it does.

The facilities and teaching resources of St Peter’s have been developed through generous P&F donations and the investment of past and present families over 30 years. The school also receives Commonwealth and State funding on a per capita basis. School development has been tailored specifically and exclusively to the needs of our students. Consequently, the school is exceptionally well resourced and has excellent facilities including well maintained classrooms and playgrounds, an award winning Information Resource Centre (opened 2000) and a heritage listed Performing Arts Centre (‘The White House’, restored 2001) and an excellent new school hall (The Trevor Marriage Hall, opened 2010). Our Property Manager implements a systematic cycle of grounds and infrastructure renovation and maintenance.

St Peter’s is an independent school which is registered by the NSW Board of Studies and is educationally and financially accountable to the Board and to the Commonwealth and State Governments. Governance of the school is directed through Campbelltown Anglican Schools’ Council, established under the auspices of St Peter’s Anglican Church. The Council has responsibility for both St Peter’s School (established 1983) and Broughton Anglican College (established 1986). We value the close links with Broughton which provides a seamless transition into secondary school for a large number of our students.

Marketing
St Peter’s uses our marketing budget and our local newspapers to continue to showcase the positive news stories about the students of St Peter’s. It is difficult for St Peter’s to directly target prospective parents at present as we have limited positions available in only a couple of year groups. That is why our 2012 advertising budget was spent on general promotions and signage at three local shopping centres. The school purchased display banners and placed newspaper ads for the P&F sponsored ‘Spring Fair and Open Day’. A 13 metre banner was displayed across Queen Street and another 6 metre banner was beside Narellan Road. Smaller banners were exhibited elsewhere. The Spring Fair is our most important open day as it builds community and exhibits our school and students in positive ways as well as providing important fundraising. Parents talk up the event to others and this personal endorsement is always the most compelling way of drawing prospective families to the school. The publicity for it provides a genuine and positive profile in the wider community as does our participation in the Fisher’s Ghost Parade each November.
SCIENCE

Science at St Peter’s, especially from Year 3, is a unique program. Our curriculum is based on the NSW Board of Studies Syllabus, with our approach to learning and understanding concepts embodied in the statement, “Learning Science by Doing Science”. Our Science teacher, Mrs Ward, is an experienced, enthusiastic, specialist teacher with an extensive knowledge and understanding of Science across many areas.

All students from Year 3 onwards have a one and a half hour weekly Science lesson where students are engaged in meaningful Science experiments, hands on investigations and active learning. There is always something happening in the Science Stables. Testing structures or bending bones (Year 3), examining insects with microscopes or making magnets float (Year 4), growing mould or constructing turbines to make electricity (Year 5), dissecting a cow’s eye or wiring electric circuits (Year 6) are just some of the activities students enjoy.

There is a popular Science Club for students from Years 4-6 held one morning a week, and an amazing student-led Science Expo held in conjunction with the annual school Spring Fair.

Once again the young scientists from the Science Club helped lead our winning entry at the Fisher’s Ghost Parade in the local November community festival.

SPORT

Students at St Peter’s are well-catered for and are enthusiastic towards representative sports activities. Many students have represented St Peter’s at the IPSHA Athletics and Swimming Carnivals held at Sydney Olympic Park and the IPSHA Cross Country Carnival held at The King’s School.

The representatives at each of these events conducted themselves with integrity and determination. There were many personal bests and excellent results at each of these events and our students were all excellent ambassadors for our school.

Two students in particular were outstanding athletes in 2012.

Hamish Hutchinson achieved some commendable results in Diving and Gymnastics.

- NSW All Schools/PSSA Swimming and Diving Carnival - 1st Under 11 Years Boys’ 1M Springboard Diving.
- Australian Schools’ Swimming and Diving Championships - 3rd Under 11 Years Boys’ Synchronised Diving and 4th Under 11 Years Boys’ Individual 1m Springboard Diving
- Australian Mens’ Gymnastics National Championships - 6th Under 14 Years Boys’ Level 7.

Hamish was presented with the NSW Government State Representative Sport Award by Mr Bryan Doyle, MP, Member for Campbelltown, for representing NSW at National Level at our Primary Presentation Evening held on 10 December 2012.

Mercedes Sovilj was our other high achieving athlete in 2012.

- All Schools’/PSSA Athletics Carnival - 2nd 12 Years Girls’ High Jump.
- School Sport Australia – National Track and Field Championships – 1st 12 Years Girls’ NSW Long Jump Relay Team and 8th 12 Years Girls’ High Jump.
Mercedes was also presented with a NSW Government State Representative Sport Award by Mr Bryan Doyle, MP, Member for Campbelltown for representing NSW at the National Track and Field Championships in November, at our Primary Presentation Evening held on 10 December 2012.

Team sports were once again very successful in 2012. The IPSSO Competition involves nine schools. It was a fine achievement for our school to have 12 of our 16 representative teams progress through to the end of the season finals. Both our Junior and Senior Cricket teams were Grand Final winners.

2012 Tennis Competition Finals
Another year of closely contested tennis competition. The singles finals results clearly showed the winners but the mixed doubles finals results revealed a much closer fought contest. In the end, Tiffany Lee Walker defeated Elise Driver (6-3) and Lleyton Hemphill defeated Ethan Scott (6-2). In the mixed doubles final, Ethan and Tiffany narrowly defeated Lleyton and Elise (6-4) in a thrilling tennis competition final. Another enjoyable and successful year of tennis competition at St Peter’s.

STAFF
We are very happy for the teachers who have commenced or will commence maternity leave this year or early in 2013. Mrs Jenni Aston commenced maternity leave at the end of Term 1. Mrs Laura Ralston, 6R, and Mrs Nadia McLeod, 6M, commenced maternity leave in Term 4. Mrs Jamie Nielson, KN, commences maternity leave from Term 1 next year and Mrs Maggie Levi, KM, commences maternity leave at the end of Term 1, 2013. Mrs Diana Willis, Mrs Gill Twist and Mrs Lisa Barron are relieving or part-time staff who have or soon will commence maternity leave.

As a school community we were saddened to hear of the illness and passing of Ron Lawless, husband of Rochelle Lawless, KL. We thank Mrs Barron for taking over KL in the second semester and we look forward to Mrs Lawless returning in 2013.

Sadly we farewelled Mr Paul Ware after 14 years of excellent service as a groundsman and Mr Ware has taken up a position at Thomas Hassall Anglican College.

We also farewelled Miss Carol Chan, 5C, who had the opportunity to travel and to teach elsewhere in Australia and overseas in 2013.

STUDENT LEADERSHIP AND PASTORAL CARE
At St Peter’s we recognise that all our children are precious to God and have gifts and capabilities that deserve to be nurtured. Students are encouraged to make informed decisions and to be considerate, thoughtful and respectful towards others.

We thank our 2012 School Captain, Vice Captain, Prefects, House Leaders and our Choir Captain who have been outstanding leaders. They set a fine example for others to follow.

Students also learn to care for others in the school community through House and peer support activities such as ‘The Friday Friends’ program which provides a particular focus for Year 6 children to mentor and help children in Kindergarten every Friday. Kindergarten
children value and learn to emulate their Year 6 friends. Through this program all our Year 6 children learn the importance of selfless leadership, as they mentor their Kindergarten Friend by participating in a range of learning activities.

A Student Welfare Committee was established in 2012 with representatives from across all stages of the school. The Committee provided an excellent forum to discuss and implement a range of welfare and pastoral care initiatives.

TECHNOLOGY

St Peter’s is at the forefront of integrating technology with learning. Appropriate technology is used when it enhances learning opportunities for students. All classrooms are equipped with interactive whiteboards and associated technology and there is a strong emphasis on using technology on a daily basis across all classrooms.

Over the past few years we have implemented virtualisation at both the server and desktop level. Virtualisation allows multiple sets of software to run on a single set of hardware in order to utilise the hardware to capacity. It also aids St Peter’s in faster rollouts of equipment, improved maintenance capabilities, enhanced energy savings and other future technology savings in the desktop area. This helps St Peter’s to continue its constant improvement of technology in order to enhance the quality of our teaching and learning into the future.

P&F fundraising has contributed a lot to the purchase of cutting edge technology as learning tools for use in the classrooms. Some examples of these are handheld, document and flip cameras, Interactive Whiteboards and most recently a roll out of tablets. The future National Curriculum will have a focus on visual literacy and these cameras will be a useful tool for helping our students in this area.

The commencement of a ‘roll out’ of the latest “multi-touch” interactive whiteboards will eventually replace existing interactive whiteboards that have been in all classrooms for a number of years.

After the successful trialling of tablets in Year 6 in 2012 we have introduced individual tablets in Year 5 as from the start of 2013 and shared tablets in Year 6. From the beginning of 2014 all Stage 3 (Year 5 and 6) students will have their own personal tablet as a learning tool in the classroom.

Apart from having advancements in leading classroom technology, St Peter’s also uses the latest in IP telephony systems and audio/visual presentation systems.

We are very grateful to the school technology team of Mrs Sandra Busutel, Mr Cain McCleary, Mr Seth Mayo (IT Technical Manager) and Mr Renier Nel.

ICT is a significant focus at our school as we appreciate that our students will grow up in a world that increasingly incorporates technology into all aspects of their lives.
GOVERNANCE AND LEADERSHIP

Mr Bomford wrote the following in his December 2012 Presentation Night Report to the School community about the governance of Schools’ Council and the school leadership team.

My thanks to Nigel Fortescue, Chair of our Schools’ Council, and Council members for giving of their time and expertise to provide governance for our school. They have been ably supported by Mr Gavin Senescall, Executive Officer, and his staff. I am also immensely grateful for the tremendous work of the many parents and grandparent helpers and, of course, our P&F for whom nothing is ever too much trouble.

I am especially grateful to our exceptional school leadership team of Deputy Head, Mr Robbert Alderden; Director of Junior Primary, Mrs Melinda Buckley; School Administrator, Mrs Linda Ozols and to our school executive – Mrs Michele Benn, Mrs Sandra Busutel, Mrs Michelle McDonnell, Mr Cain McCleary, Mrs Barbara Wood, Mr Glenn McPherson, Mrs Vicki Harrop, Mrs Melinda Richardson and all our dedicated teaching and support staff.

Robbert Alderden
Head 2013
PROFESSIONAL LEARNING AND TEACHING STANDARDS

Professional learning is a high priority at St Peter’s Anglican Primary School. Staff have been involved in regular grade meetings and weekly curriculum/professional development staff meetings. These meetings encourage the sharing of good pedagogical practice and maintaining lively professional dialogue. The school based professional/curriculum development was augmented by staff professional days. In 2012 all staff participated in a minimum of 50 hours of school-based professional development activities. Staff have attended external conferences and courses conducted by organisations such as the Association of Independent Schools (AIS) and the Independent Primary School Heads of Australia (IPSHA) which is the peak body representing national independent primary schools.

Staffing

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<tr>
<td>Full Time Teaching</td>
<td>25.0</td>
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<tr>
<td>Part Time Teaching</td>
<td>10.7</td>
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<tr>
<td>Total Teaching Staff</td>
<td>35.7 FTE (full time equivalent)</td>
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Staff Qualifications

All class teachers have teaching qualifications from higher educational institutions within Australia.

These are listed in our directory in our first newsletter at the start of the Academic Year, on the school website and in our School Year Book, Petros, distributed in the last week of the school year.

The school executive and all classroom teachers have university degrees with education components. Approximately 40% of all teaching staff have postgraduate diplomas and/or degrees.
WORKFORCE COMPOSITION

The teaching staff includes 24 class teachers, Head, Deputy Head, Director of Junior Primary, Librarian, Science Specialist Teacher, Learning Support (Literacy), Learning Support (Numeracy/Special Needs), Language Teachers (German and French) part time, two Music Teachers (part time) and two Scripture Teachers (part time).

Four full time teachers/executive staff are male. Twenty one full time teachers/executive staff are female. Three part time members of the teaching staff are male. Seventeen part time members of the teaching staff are female.

Support Staff Total 16.3

The support staff includes Administrative (clerical), Teaching Assistants, IT Technical Support, Grounds staff and Cleaning staff.

Visiting Teachers

A number of specialist staff provide extra curricula support in areas such as Languages (French and Spanish), sport (gymnastics and tennis), support (speech therapy) and Music (strings, concert band, guitar, piano and flute).

Staff Attendance and Retention Rates

The staff attendance rate for teachers at work or on approved leave has been 100%. One full time teacher and one full time member of the support staff left in 2012. This excludes staff that commenced or returned from maternity leave in 2011. All staff changes are reported in the weekly newsletters. We celebrate the expertise, commitment and achievements that staff bring to the school community.

STUDENT ATTENDANCE

In 2012, student attendance rates were as follows:

Kindergarten: 95.1%, Year 1: 94.9%, Year 2: 94.7%, Year 3: 94.0%, Year 4: 95.9%, Year 5: 93.9% and Year 6: 95.2%.

Across the school, from Kindergarten to Year 6, attendance averaged 94.8%. This is slightly lower than the daily attendance rates in 2011 of 96.2%.

Written parental explanations for all student absences are required by the school.
ENROLMENT POLICY

St Peter’s Anglican Primary School is a comprehensive, co-educational primary school providing an education underpinned by Christian faith and values. It operates within the policies of the NSW Board of Studies.

Applications for enrolment are available through the School website or from School Reception. Applications are considered when the completed form, supplementary documentation and application fee are received. An offer of a place at the School will be dependent upon a consideration of the application and an interview with the Head.

Acceptance of an application is not a guarantee of a place at the School. Where relevant, a copy of the student’s latest school/pre-school reports should accompany an application. In compliance with privacy legislation permission to gather and keep this information is requested as part of the enrolment process and the information is kept confidentially. Should an offer be made, information collected will only be used for the primary purposes of educating the child at St Peter’s. This may involve sharing this information with other educational authorities.

Entry into Kindergarten is normally considered for students who are five years of age on entry or turning five years of age by 30 April in the year of entry. Enrolment in the Prep (Pre-Kindergarten) classes is normally considered for students who are four years of age on entry or turning four by 30 April in the year of entry to Prep (Pre-Kindergarten).

Upon enrolment in the School a student is required to take part in all school activities from Kindergarten to Year 6. This includes Presentation Evenings, Scripture, School Services, Chapel, excursions, sport and camps. Students will only be excused when valid reasons, received in writing, are accepted by the Head. Ongoing enrolment is predicated on the payment of school fees, satisfactory behaviour and support of the School’s ethos.

1 TERMS OF ENROLMENT

It must be noted that the terms and conditions set out in this document, in the Prospectus and on the Application Form and all associated papers or information sheets, may be amended from time to time by the Head, and their provisions subject to any such amendments shall continue to apply during the whole period that a student continues to attend the School.

AVAILABLE REBATES:

In cases where two or more children of the same family are attending at the same time, the following fee rebate applies:

Oldest student – full fees; second student – 10% rebate; third student – 50% rebate; fourth student – 75% rebate and fifth student – 100% rebate. The rebate applies only to tuition fees.
TERM DATES:

Term dates are published a year in advance. It is expected that only in exceptional circumstances, which are to be addressed to the Head in writing, would a student be absent on vacation or travel at times other than the official vacations.

INSURANCE:

It is the responsibility of the parent(s) or guardian(s) of each student to provide appropriate insurance cover should a student be injured or taken ill at school. While the School carries comprehensive insurance policies, the responsibility for individual insurance rests with the parent(s) or guardian(s) of each student who attends the School. Insurance of personal property is the responsibility of the parent(s) or guardian(s). The School does not accept responsibility for personal property brought to School.

DISCIPLINE OF PUPILS:

The continued enrolment of a student is dependent upon his/her behaviour being in accord with the School Standards and Expectations as amended from time to time. Parents shall withdraw a student upon request of the Head. A positive approach to discipline applies in the School, with a series of detentions available to staff for misdemeanours by students. We pride ourselves on the few externally imposed discipline measures required in the School. Our students know the standards required and the School’s expectations of them. The wearing of the full School uniform appropriate to a given activity is expected of all students.

GENERAL:

(a) Except when the express permission in writing of the Head is given, students are not permitted to leave the School at the end of a term until the recognised closing date.

(b) A note to the class teacher signed by a parent or guardian is required to excuse a student for lateness or absence, or for not preparing work.

(c) Attendance at School Services and Presentation Evenings is compulsory. Non-attendance must be satisfactorily explained in writing to the Head.

(d) When a student is absent the reason for absence must be outlined in writing by the parent or guardian upon the student’s return to the School. Please note:

   (i) students shall attend School functions as and when required;

   (ii) all students, unless excused by the Head, are required to attend annual Year Camps.
2 THE CONDITIONS OF ENROLMENT

The conditions of enrolment are as follows:

1 Registration of a student's name is subject to the payment of a non-refundable Registration Fee for each student. Payment of this fee allows the student's name to be placed in the registration file in the nominated year, pending the outcome of the interview, the offer of a place at the School and the payment of the Enrolment Fee confirming the intention to take up this place (see condition 4 below).

2 Once a student is in attendance at the School, at least one term's notice in writing of withdrawal must be given to the Head. In default of such notice, a term's fees will normally be charged.

3 a. If the Head, or any person deputising for the Head, considers that a student is guilty of a serious breach of the rules of the School or has otherwise engaged in conduct which is prejudicial to the School or its students or staff, the Head may exclude the student permanently or temporarily at their absolute discretion.

b. If the Head believes that a mutually beneficial relationship of trust and cooperation between a parent and the School has broken down to the extent that it adversely impacts on the relationship, then the Head may require the parent to remove the student from the School.

No remission of fees will apply in either case.

4 The Rules and Regulations of the School shall be duly observed by a student and parents or guardians.

5 The School provides a supervised Sick Bay where students who are taken ill at school or are injured are accommodated while contact is made with parents or guardians as quickly as possible. In the event of injury or illness to the student necessitating urgent hospital and/or medical treatment including injections, blood transfusions, and the like, and if the parent or guardian is not readily available to authorise such treatment, a responsible person on the School staff is hereby empowered to give the necessary authority for such treatment without the School or such person incurring any legal liability to the parent or guardian in so doing. The parents or guardians indemnify the School, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

6 All school fees and charges are due and payable within 30 days of the statement issue date.

7 Families are encouraged to use the fortnightly direct debit payment option.

A $100 administration fee for late payment is charged. The late payment fee is charged every 30 days on outstanding balances over $100.

If there are concerns or difficulties parents should contact the Schools' Council Business Office in the first instance.
Where fees are still outstanding at the end of that term, and satisfactory arrangements for the payment of such fees have not been made, then the student will not be accepted back into the School the following term.

Absence from the School during the whole or any part of the term does not remove the obligation to pay that term’s fees.

The parent(s) will actively support the aims of the School whenever and wherever possible.

Attendance of students at Christian Scripture lessons, Chapel and Grade or School Worship Services and activities conducted at or by the School is a compulsory requirement of enrolment at the School.

It is an expectation of the School that parents will attend School Services, Junior and/or Senior Presentation Evenings and other important School functions.

PROCEDURES FOR ENROLMENT

(a) Application for Admission

The application must include the following documents:

- Student’s Birth Certificate for Prep (Pre-Kindergarten) and Kindergarten applications
- Latest Pre-School/School Report
- NAPLAN results for applications from Years 4 to 6
- Any applicable legal papers or court orders
- Any additional educational, developmental or medical assessment reports which are relevant to your child’s educational needs (where applicable)
- Immunisation Certificate
- Entrance Questionnaire (supplied by the School)
- Medical Information Form (supplied by the School)

(b) Upon receipt of the above, and if these are deemed satisfactory, an acknowledgement of the Application Form and Registration Fee receipt will be provided. We will advise as soon as practicable as to availability of the classes sought. Our main intake point is Prep (Pre-Kindergarten) and Kindergarten, and other classes if and when vacancies occur.

(c) Registrations are generally processed in order of receipt of the Registration Fee. Please note enrolment is subject to the outcome of the interview process that may include a visit to the School (and a determination made in regard to developmental readiness for Prep or Kindergarten). Priority for enrolment is given to siblings of current St Peter’s children, children of staff and clergy and children of families who attend St Peter’s Church each week. An offer of placement is then generally communicated to parents according to how long an application has been lodged at the School.
(d) It is absolutely essential that the School be notified of any change of contact details including residential address and phone number. Failure to do so may result in loss of contact and subsequent lapse of an offer of enrolment.

The School reserves the right to amend the Conditions at any time.

CHARACTERISTICS OF THE STUDENT BODY

Additional information may be found on the My School website www.myschool.edu.au
SCHOOL POLICIES

SAMPLE POLICY DESCRIPTIONS

STUDENT WELFARE POLICIES

St Peter’s endeavours to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure.
- Supports the spiritual, physical, social, academic and emotional development of students.
- Develops a strong sense of self-worth and fosters personal development.

Pastoral care is first and foremost in the hands of the class teacher. Specific lessons during the year in each grade develop social skills and friendships. The ‘Friday Friends' Peer Support Program is held each week and is another important aspect of our pastoral care. The Director of Junior Primary, Deputy Head and the Head also have a significant role in ongoing pastoral care and child development issues from time to time. The School in consultation with parents may request the support of an educational or clinical psychologist to provide specialist assessments and counselling. A Student Welfare Committee of teachers meets regularly to discuss playground issues.

A full text of the Student Welfare Policy is available in the Parent Information Handbook.

The following policies and procedures were in place during 2012 and relate to the well-being and welfare of students:

- Policy on Pastoral Care
- Policy on the House System
- Supervision Policy
- Child Protection Policy
- Managing Critical Incidents Policy
- Emergency Evacuation Procedures Policy
- Information Collection and Privacy Policy
- Acceptable Use of ICT Policy
- Student Behaviour and Discipline Policy
- Policy on Bullying

Each of these policies has been prepared in conjunction with relevant legislation (eg relating to Care of Children and Young People and Workplace Health and Safety). All these policies are contained in a Staff Policy Folder given to Staff members as part of their orientation to the school and to all other staff members whenever changes are made.

Parents may obtain copies of any of these policies by contacting the School Office. In addition, the Parent Handbook has details on supervision, student discipline, general communication channels, policy on Bullying, Complaints and Grievances Policy and Communication with Parents Policy.
STUDENT DISCIPLINE

Students are required to abide by the school’s rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student’s prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion, are based on processes involving procedural fairness and consultation with parents/guardians.

The text of the school’s disciplinary policy and associated procedures is provided to all members of the school community through:

- the Staff Policy Folder;
- the Student Diary which contains a Code of Conduct;
- the School Newsletter; and
- the Parent Information Booklet.

A summary is cited below:

In order to encourage more responsible student behaviour, as well as to help the children more effectively realise the consequences of their actions, St Peter’s has a simple coloured “Traffic Lights” system of monitoring student behaviour. As all children become aware of the purpose of traffic lights in their lives, so also our children will become more aware of how traffic lights and their colours are important indicators of our school discipline system.

**Green** - your child is working and behaving well and will be encouraged and awarded for appropriate behaviour as in the past.

**Orange** - a warning light colour. Your child’s behaviour is such that a warning may need to be issued in order to correct concerns of a more minor, yet unsatisfactory, nature. Under this system your child will be detained for 10 minutes at lunchtime in a supervised classroom. A record of “orange” type offences will be maintained so that student behaviour progress can be monitored. After three such “orange” warnings have been issued in a term, a red detention will be issued.

**Red** - Student behaviour has reached a level of some particular concern. Your child’s behaviour has been particularly unsatisfactory, for example: blatant disrespect to a teacher or flagrant disregard for our school rules. This would be considered a “red light” form of misbehaviour for which a “red book” lunchtime detention would be issued. Your child will be detained for the first half of lunch in a supervised classroom. A record of these “red light” misbehaviours are also kept by the school. Parents are informed by way of a misdemeanour notice once three “red light” detentions have been issued in a term. As in the past parents will also be immediately notified if any serious misbehaviour takes place at school.

The “Traffic Lights” discipline system encourages our students to be responsible in their behaviour at all times, as well as indicate to them in a clear manner, the progressive nature of behavioural consequences. The ‘Traffic Light’ system is on display in classrooms.

The Junior Primary extend the traffic light system to include two colours above the green to encourage work practices and behaviour beyond what is expected in the classroom. The first one is blue and the highest is purple.
Blue - The student has been working and behaving very well and has been putting in extra effort during discussions and activities.

Purple - The student has displayed extraordinary amounts of effort and dedication to classwork. The student has shown initiative in assisting and caring for other class members.
REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

A summary of the school's policy on parental reporting of complaints and resolving grievances is cited below. The full policy may be found in the Parent Information handbook.

Definition
These procedures are designed to assist everyone involved in what might be termed "general concerns". Where a solution may require entering into a formal process, e.g. allegations of child abuse or teacher inability, other procedures are already in place which require certain immediate actions on the part of the Head.

Rationale
The school aims to provide clear, positive and fair processes that allow complaints and grievances to be aired and resolved in a timely and effective manner. These processes incorporate, as appropriate, principles of procedural fairness.

Our school values clear, consultative and open communication. Whilst we accept the responsibility to consult and to communicate clearly and effectively with the school community, school community members also have an obligation to read notices and newsletters, to attend briefings and to seek clarification when required. If members of the school community disagree or are confused about the things that we are doing, we encourage immediate communication directly with the school.

Communication is the essential ingredient in any successful relationship. It is quite probable that, at some time during your association with the school, you will need to talk to staff members regarding your child. Whether that communication applies to relational issues, academic progress, or classroom discipline, generally the FIRST point of reference will be your child’s classroom teacher.

In matters that remain unresolved at that level it is recommended that parents seek to discuss their concerns with the Deputy Head (Years 3 to 6) or the Director of Junior Primary (Prep to Year 2). Failing a satisfactory resolution of an issue at this level it is important that an appointment is sought with the Head through the School Administrator.

It is important that once an issue has become a grievance it be addressed as soon as possible.

It is also essential that the established process as outlined below is followed to resolve grievances.

- Try to establish the facts as clearly as possible and be wary of third hand information or gossip.
- All grievances are to be kept as confidential as possible.
- School community members may be accompanied by another person, in a support role, at appointments to resolve grievances.
- All formal discussions and processes involving grievances will be documented.
- The Head will provide school community members with appropriate contact details if grievances are not resolved. In such instances the Chair of Schools’ Council may be contacted.
## SCHOOL DETERMINED GOALS FOR 2013

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| Student Learning                          | 1. Review teaching programs to conform with the National Curriculum.  
                                           | 2. Program teacher collaboration sessions to develop as a learning community.  
                                           | 3. Expand the Language program to include French as part of the Early Stage 1 Curriculum. Establish a cross cultural partnership with a primary school in Germany as part of the school’s German Program. |
| Staff                                     | 4. Continue the “Partnerships in Professional Development Program”.  
                                           | 5. Link school based Professional Development to National Professional Teaching Standards.                                                                                                                   |
| Music and Performance                     | 6. Develop classroom music programs to reflect music education pedagogy.                                                                                                                                     |
| Pastoral Care and Student Leadership      | 7. Continue the ‘Friday Friends’ Program.  
| Community, Service and Christian Living   | 9. Continue to develop the relationship with Intumbane Primary School in KwaZulu, Natal.                                                                                                                    |
|                                           | 10. Maintain the active interaction with the local community through participation in the Fisher’s Ghost Parade, RSL Commemorative Events and public performances of music groups.                      |
|                                           | 11. Promote the links between St Peter’s Anglican Primary School, St Peter’s Anglican Church and Broughton Anglican College.                                                                                 |
| Technology and Facilities                 | 12. Expand the use of tablets across Stage 3 classes.                                                                                                                                                        |
RESPECT AND RESPONSIBILITY

The Head’s Report (page 3) reflects the many cultural, pastoral care and philanthropic initiatives that have helped our students develop a respect and care for others in the School community and beyond.

The Head’s Report also demonstrates that students learn to care for others in the school community through House and peer support activities such as ‘The Friday Friends’ program.

St Peter’s also promotes engagement with the wider community. Our Prefects, senior students and various music groups, choirs and ensembles participate in significant occasions such as RSL Anzac Day, Remembrance Day, Vietnam Veterans’ Day functions as well as local church and community functions. The school participates in the annual Campbelltown’s Fisher’s Ghost Parade.

The link with Intumbane Primary School in KwaZulu Natal brings a unique international perspective to our school. This link has helped cultivate an empathy and friendship with children from a very different culture. It enables our students to develop an understanding that they can make a difference to our world by learning to care for others. We seek to nurture a lifelong attitude of compassion and care towards others. Assisting our friends at Intumbane in practical ways enables us to work towards this important goal.
PARENT, STUDENT AND TEACHER SATISFACTION

St Peter’s is a highly regarded school with a strong demand for enrolment. Prospective new families invariably are drawn to the school due to the strong recommendations of current families. This, we believe, is indicative of a high degree of satisfaction.

Many parents support teachers in classes and attend weekly chapels, fortnightly assemblies and various concerts, carnivals, and special events such as our Spring Fair. This is indicative of a supportive parent body. Parental feedback from these school activities has been extremely positive. There is an appreciation of the tremendous benefits of good communication and active partnership between the home and school.

Parents and Friends’ Meetings and activities have provided another avenue for parents to express their level of satisfaction with the school. The P & F raised over $50,000 for school projects in 2012. Other substantial funds and toy or food collections were raised by House activities for our link school, Intumbane, and local and international charities.

St Peter’s is a safe and happy environment where all students are treated equally, fairly and justly. Students are encouraged to be open with their teachers and share issues and concerns as they arise. The close rapport between teachers and class members is a key characteristic of the school. Other opportunities for children to share and discuss issues of importance exist through scripture lessons, specialist group activities including lunchtime clubs and the Friday morning Crusader Breakfast Club for Year 6 students.

Feedback from staff during 2012 through grade, section and staff meetings indicates that staff were generally very satisfied in all areas of our school. This includes inter-personal relationships, staff morale, professional development, work operations, communication and staff support.
FINANCIAL

Recurrent/Capital Income

- Commonwealth recurrent grants: 39%
- State recurrent grants: 12%
- Fees and Private Income: 49%

Recurrent/Capital Expenditure

- Salaries, Allowances, related expenditure: 69%
- Non-salary expenses: 29%
- Capital expenditure: 2%