The information in this report is collated under headings specified by the Commonwealth Government. The information relates to the 2013 Academic year.
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A MESSAGE FROM THE CHAIRMAN OF SCHOOL’S COUNCIL

When I walked into the grounds of St Peter's Anglican Primary School for the first time it was what I expected and more. There were (and are) well-resourced classrooms. A fully equipped library. Multiple playgrounds. A wonderful (and well utilised) hall. Students dressed well and behaved well.

On the day I set out to drive to Intumbane, I did not know what to expect. Just about all I knew was that the inimitable and exuberant Miss Bongi worked there and that the "learners" were very excited about our visit.

Intumbane is a large primary school located in the centre of a rural village 30km west of Bergville, halfway between Johannesburg and Durban, in South Africa. It has 816 students aged 4-13 in Kinder to Grade 7 and through the work of African Aids Foundation and Eddie and Linda Ozols, St Peter’s has forged a two way partnership that provides blessing and encouragement to both schools.

When we arrived, the formidable 2m high front gate draped in barbed wire was rolled back and we were ushered in. We stepped out of the car and hearing the noise of shouting, we turned to see a wave of Grade 7 students running towards us. Brodie described what happened next as "hectic and mind-blowing". We were literally enveloped by 50 students who were pushing against us, trying to hug and touch us, while cheering and singing for joy. Behind them all was Miss Bongi, smiling and cheering with tears in her eyes. It was overwhelming; and it wasn't the first time she or we would feel overwhelmed over the next five days.

The students all wear uniforms, many worse for wear. A meal is served each day at school; a mix of rice, legumes, maize and vegetable soup eaten out of plastic bowls with their hands. They spend as much time learning English as their native IsZulu and they have work books for Maths, English, IsZulu and several other subjects. The day starts at 7:45am with singing and prayers (chapel) and finishes at 2:30pm after a cleaning time. They have one 30min break during the day. It was all so normal and yet so abnormally extraordinary.

Another of our children commented that they have nothing...but they have real hope. And it's true. In a community stricken with HIV/AIDS and beset by all forms of abuse, these children laugh, smile, run, jump, dance, sing, pray, play and (most) learn gladly and keenly. There wasn't an iPod in sight and they couldn't have cared less!

St Peter's has contributed significantly to Intumbane in providing water and a library for the school. Both are centre pieces of action throughout the day but the most action was seen on the day we delivered more than $300.00 of sporting equipment provided by St Peter's. It was chaos as children grabbed skipping ropes, tennis balls, soccer balls, hula hoops, rugby balls, netballs and a cricket set and began to play. Imagine 150 kids standing around a cricket pitch, most in the slip cordon or silly mid-on, and you begin to picture what it was like. I also stood and smiled as Thabo, the sports
coordinator, helped 30 girls learn how to shoot a goal with one of the new netballs into the oddly deformed netball hoop without stepping. Just awesome.

So much joy. So much fun. So many smiles. Such great thankfulness. That's a description of what it was like for our family and for the learners and educators of Intumbane.

I have no doubt that St Peter's is a great school. But I am wondering whether the things we have distract us from hoping in and looking forward to what is true hope and what really matters. Jesus.

In a year of extraordinary change for St Peter's, I have had two enormous privileges. To visit Intumbane and to lead our school into its future.

I want to thank Robbert Alderden, Michele Benn and the executive team for directing our school so well through this turbulent year. Please pray with me that we might learn from the simplicity of those who have little as we continue to shape our school to be the best it can be.

Nigel Fortescue
Chairman
2013 has been a year of change and challenges. To begin the year we started by providing lovely refreshments for the parents of our Kindergarten children who arrived for their first day of school. We continued to be of serviced by providing refreshments for “meet the teacher nights” and sharing information about the role of the P&F in the school. A large number of school events were catered for, either by BBQ’s or prepared refreshments by the P&F and some of these included Mr Bomford’s Thanksgiving service, Mothers and Fathers Day breakfasts, public speaking competitions, disco, swimming, cross country and athletics carnivals and much, much more.

The P&F met monthly and allowed school families to have the opportunity to contribute to our school. It ensured that parents and guardians could be a part of the discussions and collaborations that occurred to enable the P&F to make appropriate decisions about the events and resources that we supported in the school.

The main goal of the P&F is to support and raise funds for our amazing school to ensure our children are receiving the best resources possible to assist their learning. Throughout 2013, the P&F continued working on this goal of raising funds for the school. Our fundraisers for 2013 consisted of the chocolate drive, food days, house sports day, Bunnings BBQ and of course our biggest fundraiser for the year, the Spring Fair. These fundraisers allowed the P&F to raise significant funds for the school to further resource children’s learning.

The support of the P&F members in 2013 has been invaluable as this has been a difficult year for our school. You are a great P&F team and without everyones support this would have been a very challenging year. All P&F members have contributed in so many different ways and this is how the P&F works so well.

The whole school team contributes to the success of the P&F and for this we say thank you for all that you do. I can not thank the P&F members, teachers, staff and school families enough for their support and encouragement throughout 2013. You have enabled the P&F to continue to make our school a place were children love to come every day and learn the true meaning of life through Christ.

Carolyne Hutchinson
President
A MESSAGE FROM STUDENT LEADERS 2013

2013, what a year it has been. We are thankful for so much as we farewell one another and our great school. Year 6 will certainly miss St Peter’s, especially knowing you are part of a wonderful school community centred around Christ.

We remember and are thankful for our former Headmaster, Mr Bomford. He was such a huge part of our lives for so many years. He loved St Peter’s and everyone in it. He knew everyone’s name and he never missed giving anyone a Freddo on their birthday. He loved Jesus and the gospel.

In fact, everyone at St Peter’s has a great love for our Lord Jesus. We have been so fortunate to attend a school that allows us to express our love for God and be continually encouraged to grow in our faith.

The staff at St Peter’s make it the amazing school that it is. Thank you for all sharing your gifts and talents with us and together you have made our primary school years, ones that we will never forget.

Thanks to Mr Alderden for guiding us through a difficult year as Headmaster. We wish you all the best as you move to Western Australia. Thanks also to Mrs Benn, Mrs Holmes and Mrs McDonnell for your support to us and the rest of the school. We welcome Mr Gorman to St Peter’s and hope that his time here will be as wonderful and memorable as ours.

As we move into the next chapter of our lives, remember the words of Joshua 1: 9 – Be Strong and courageous. Do not be terrified; do not be discouraged, for the Lord your God will be with you wherever you go.

Rachael Ferdinands
School Captain - Year 6, 2013

Note: The above message from the Student Leader has been modified from the Year 6 Speech that was delivered on the Graduation night in 2013.
A MESSAGE FROM THE HEAD AND REVIEW OF THE 2013 ACADEMIC YEAR

Written by the Acting Head – 2013 – Mr Robbert Alderden

This year we mark the thirty first year of our school. It has been the first year since the passing of our former Headmaster and friend, Mr Stephen Bomford. It has been a year of challenge and change. So much has remained the same – Mr Bomford’s legacy has endured. So much has changed – young lives have grown a year older, some key members of staff have left and new chapters in their lives have commenced. It has been a year where we have celebrated and remembered the life and impact of our former leader. Mr Bomford’s Memorial Service on 14 January was a fitting tribute to a man of significant impact upon the lives of children, family and community, both local and further afield.

A concert of music in August celebrated Mr Bomford’s passion for instrumental music and song. Two ceremonies were held on Friday, 1 November, the first to name the School Library “The Stephen Bomford Information Resource Centre”, in honour of Mr Bomford’s love of learning. The other a tree planting / plaque unveiling ceremony in memory of Mr Bomford’s love of life and heartfelt desire for education to reach out and be available to all children. A senior student leadership award based on Galatians 5:22 and 23 “Fruit of the Spirit” has been introduced at the end of year Primary Presentation Evening in memory of Mr Bomford. A commissioned painting of Mr Bomford by renowned local artist Mr Dave Thomas is to be unveiled at both end of year Presentation Evenings and then mounted in The Trevor Marriage Hall by the end of 2013. We have gently moved forward. We have remembered and celebrated. A new chapter in the life of St Peter’s is about to begin. The journey of Christian education continues.

Note from the Head of School

Much of this report was collated from our 2013 Executive team. I am grateful to the leadership of our wonderful school in 2013. Mr Robbert Alderden (Acting Head), Mrs Melinda Buckley (Deputy Term 1 and 2), Mrs Michele Benn (Deputy Term 3 and 4), Mrs Justine Holmes and Mrs Michelle McDonnell (Co-Directors Junior Primary) and Mrs Sandra Busutel (Director of Information Services). We are appreciative of your service.

Mr Brendan Gorman
Head of School
CHRISTIAN LIVING

We pray that, above all else, our students will know the Gospel message and have the opportunity to follow Jesus. Students participate in Scripture, Chapel, Crusader lunchtime activities, Year 6 Bible Study Breakfasts and Summit Camps. Faith at St Peter’s is real and modelled by deeply committed Christian staff. The Biblical values that follow from Christian belief are motivated by goodness and hope so we trust our students will learn through this to grow in faith, to serve our God and consider the needs of others not just self.

In 2013, we have maintained strong links with our partner school in South Africa, Intumbane Primary School. Our continued commitment to this special and needy school community, through funds raised by the students, staff and broader St Peter’s school community has been a blessing to our Intumbane friends and to ourselves in return. We who have so much have helped meet some of the needs of those who have so little. This in turn has helped us appreciate what we have received from our families and the Christian education experience at St Peter’s Anglican Primary School.

THE 2013 ACADEMIC YEAR IN REVIEW

ACADEMIC RESULTS

Prep (Pre-Kindergarten)

Life in the Prep classroom is never dull. With such diversity amongst the children in each of the three groups – in needs, wants, skills, personalities, experiences and abilities – the staff are kept alert and busy responding to, and planning to meet these needs. It has been exciting to see the children growing and developing through their structured learning activities and through their creative play. Such activities include craft and painting, play dough and sand play, music and movement, home corner, block play, reading, construction, gardening and cooking.

As they have worked towards early Stage 1 outcomes in several key learning areas, the children have investigated various topics including “Me: My body, my family and friends, my home”, “Life Cycles – a look at frogs, chickens and silkworms” and “Transport”.

Some special highlights of the year have been the Teddy Bear’s Picnic, making box cars, the “On the Move” transport day, and off course “Messy Day”. The “Jolly Phonics” program, introducing the children to the sounds of the alphabet, has been popular, as has the weekly reading of “The Big Picture Bible” where the children heard the whole story of God’s unfolding plan from Genesis to Revelation.

At the end of each year, all Prep students receive a beautiful portfolio prepared by the Prep staff, documenting, through photographs and work samples, all that they achieved in 2013. Through all of the activities at Prep the children have had fun while preparing for the move to “Big School” after the Christmas holidays.

Reporting Area 2
Kindergarten (Early Stage 1)

Kindergarten again made great progress throughout this first year of their formal schooling. Through investigating units such as God’s Plan for Me, Australian Animals, Down on the Farm and Places We Know, the students have been learning to work in groups and to complete independent tasks. They were immersed in reading and writing activities daily and have progressed at an amazing pace. From learning sounds and sight words, through the Jolly Phonics and Reading A-Z programs, 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 was a numeracy focus through iMaths and integrated developmental play that has seen the students consolidate many of the early mathematical skills that they require for the years ahead. It was an exciting year in Kindergarten 2013.

Years 1 and 2 (Stage 1)

The students in Years 1 & 2 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 descriptive, factual and persuasive texts, the students are learning to write for a specific audience, by implementing correct structure and using appropriate language. Many of the Mathematics activities used concrete materials to help deepen the students’ understanding of the concepts being taught. Science and HSIE units continued to engage the students and the Creative Arts and PDHPE syllabus provides plenty of opportunities for the creative sides of our students to be revealed. Year 1 explored the themes of Under the Sea, Shelters Around the World and Toys. Highlights of the year included a visit to the local Fire Station, an incursion about Responsible Pet Care and a visit to the Sydney Aquarium. Year 2 investigated units of work on The Environment, Plants, Energy, The Way We Were and Transport. A literature unit, based on the book Flat Stanley, led to Flat Stanley visiting each home where a journal entry was written about his adventures there. The highlights for Year 2 have included an excursion to the Wollondilly Heritage Centre, the very successful Dr Seuss day, and of course the Year 2 day 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 in September and the opportunity to represent the school in a sporting team are highlights for Year 3. Excursions to the National Park in June and Glenalvon House in August have led to a deeper understanding of the history of Campbelltown and the environment that surrounds our community. Year 3’s Charlie and the Chocolate Factory Day in October was a great way to finish a literature study on the works of Roald Dahl.
Year 4 delved into history and studied the arrival of the First Fleet, which culminated in an excursion to the Hyde Park Barracks and Museum of Sydney in March. In September Year 4 enjoyed dressing in Japanese costumes, cooking Japanese food and making kites to further develop their understanding of Japanese culture. A highlight was the Year 4 camp, held at Attunga also held in September.

**Years 5 and 6 (Stage 3)**

Students in Years 5 and 6 had 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. Both grades benefited from their continuing specialist Science lessons with Mrs Ward.

Early in the year, an excursion to Minnamurra Rainforest was a beautiful way for Year 5 to investigate intricacies of this endangered eco-system and the Australian Art Gallery was the perfect venue for Year 5 to consolidate their understanding of Australian history as depicted through artworks. Year 5 enjoyed abseiling, rock climbing and lake activities at their camp held at Lake Macquarie in October.

In addition to their October four day camp at Galston Gorge, Year 6 enjoyed visiting Parliament House and Old Parliament House to develop their understanding of the democratic and electoral processes. The Year 6 students invited parents to share in a feast of foods that represented their cultural backgrounds as a culmination to their study of family, history and culture. A definite highlight of the year was the use of technology to create storyboards and a movie as part of the drama component of the curriculum.

**NAPLAN - The 2013 National Assessment Program – Literacy and Numeracy Results**

NAPLAN results in 2013 were very positive and all Year 3 and Year 5 Students are to be congratulated.

In Literacy, 89.6% of our Year 3 students performed in the highest 3 bands overall, compared to 67% of the State. 70.2% of our Year 5 students performed in the highest 3 bands for Literacy compared to 61.0% of the State.

Our Numeracy results were also strong, with 84.9% of our Year 3 students performing in the highest 3 bands, compared to 67.5% of the State.

Of these students, 44.4% achieved results in Band 6 compared to a State percentage of 27.9%. In Year 5, 66.1% of our students were in the highest 3 bands for Numeracy, compared to 54.2% of the State.

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

159 St Peter’s students participated in the UNSW Global Science Competition. With 2 High Distinctions, 15 Distinctions and 49 credits, students are to be congratulated for their efforts.

159 students participated in the UNSW Global English Competition, with an outstanding result of 3 High Distinctions, 18 Distinctions and 40 credits.

Also, 153 students participated in the UNSW Global Mathematics Competition. 1 High Distinction, 10 Distinctions and 48 credits were also awarded. Well done to all the students who participated.

Selective school positions and Scholarships

This year 11 selective school positions or scholarships have been offered to Year 6 students for secondary school.

COMMUNITY AND SERVICE

At St Peter’s we challenge students to consider the needs of others as well as themselves. The school raises funds for local charities, projects and also school resources. As stated earlier, our international focus has been the extraordinary partnership with Intumbane Primary School in South Africa.

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

- The 24 Hour Fight Against Cancer Walkathon held on Saturday, 19 October saw a number of St Peter’s families and staff walk many laps around the track at Campbelltown Sports Stadium. The 24 Hour walk is an annual community event which raises money to support cancer sufferers in our Macarthur area, especially poignant following the death of Mr Bomford earlier this year.

- ‘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.

- Our Headmaster, School Captain and Vice-Captain represented our school at the Anzac Day, Remembrance Day and Vietnam Veterans’ Day Services.

- Tiffany Lee Walker (6S) raised $3,300.00 toward purchasing Timpani drums for the School Band.

- St Peter’s Students raised $499.20 for the Queensland Flood Relief fund.

- Chloe Cosis, Kiara and Brooklyn Sciberras raised over $3,700.00 for the National Breast Cancer Foundation.

- Students from 5P raised $40.00 and students from 1B raised $46.00 towards Intumbane.

- Fun Slipper Day raised $763.40 for Intumbane.

- Children of St Peter’s participated in the ‘Hands for Reconciliation Week’ bringing together Aboriginal people and all other Australians.

- This year the ‘Frozen Friends’ Ministry continued with an overwhelming response from families in our school community willing to help those in need.

Reporting Area 12
Fisher's Ghost Parade

On November 2, St Peter's participated in the Fisher's Ghost Parade. The theme for 2013 was “Spring Colour”. Once again, St Peter's made a spectacular vision, sporting a very colourful float with an ensemble from our Senior Band seated on top playing a wonderful repertoire of stirring tunes. The truck was lovingly decorated by members of our P & F making it very bright, complete with a Tutu! Members of the Science Club followed in lab coats, along with our own ‘Indiana Bones’ pushed in his wheelchair. This year the Science Club was joined by the 'Lego Mania Club', who all looked like little Lego men in their red hats, yellow shirts and blue jeans. The balance of our 2013 street parade was made up of an energetic group of enthusiastic students in summer school uniform along with their supportive families in toe. St Peter’s was once again judged best school entry and received a cheque for $1,250.00 which will go towards Intumbane fundraising. An additional cheque for $600.00 was received for being judged 'Second Place' winner overall. This money will be donated to the NSW Cancer Council as we continue to support the memory of Mr Bomford.

CURRICULUM and PROFESSIONAL DEVELOPMENT

Curriculum Development

In preparation for implementation of the Australian Curriculum in 2014, the teaching staff worked towards developing units of work that comply with the English syllabus developed for NSW schools by the NSW Board of Studies. Collaborative planning time as part of our regular staff meeting program focused on effectively evaluating programs in all Key Learning Areas.

Professional Development

Members of the teaching staff at St Peter’s participated 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 2013 staff meeting program focused on developing the school's Professional Learning Culture, with a particular focus on taking collective responsibility for student learning. The Australian Professional Standards for Teachers (APST) were used as the benchmark for best practice in our professional learning programs. The Standards define the elements of quality teaching in 21st-century schools, which lead improved educational outcomes for students. Staff meetings enabled grade teams to meet together for collaborative programming and evaluation of units of work. The teachers explored ways in which we can differentiate our programs to cater for all students, including those who require support and those who require extension or enrichment.

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 and pastoral care, and the use of data to lead school improvement. In addition, all staff participated in Child Protection Training. Following attendance at professional development courses, information was shared with other staff members to ensure we are always following best practice in our teaching.
TECHNOLOGY

One of St Peter’s strengths is the careful planning, costing and implementation of suitable classroom technologies. As of Term 3, St Peter’s was able to implement a bank of tablets in Kindergarten classrooms.

Thanks to the generosity of the P&F at St Peter’s, this year saw the introduction of cameras into every classroom. This has allowed teachers to instantly take photos of assessment tasks or activities that are happening in the classroom or school grounds. This has been a very beneficial tool. Tablets for staff were also provided to enable teachers to have better access to ‘reference’ material - such as their school calendars, emails and policy documents.

Growth and progress in our Personal ICT Device Programme

The widespread use of tablets at St Peter’s this year has enhanced our understanding of ‘personal devices’ (such as tablets) for teachers and students in a primary school. These insights have helped us realise that Junior Primary and Primary students have different needs. In Junior Primary, learning is about education apps that provide better interaction. In Primary, teaching demands more productivity from students (ie. document creation is an integral part of the curriculum). These observations in the Junior Primary and Primary classes have led us to conclude that tablets are well suited to lower years, while laptop-like devices are more appropriate for upper years. For this reason, the 1:1 device programme has been modified for 2014 to implement Chromebooks as it better addresses the needs of Year 5.

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 and the House Competition at our Swimming and Athletics Carnivals. House leaders also assist with duties to assist teaching staff.

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 are treated to a BBQ lunch.

INTUMBANE PARTNERSHIP

The St Peter’s link with Intumbane, established back in 2009, continues to forge strong relationships between our two schools. Our students continue to develop empathy for children in a very different culture and learning and show they can make a difference by demonstrating their care in practical ways.

The students at Intumbane have been very grateful for the gift of the Library that St Peter’s funded, made again even more precious now that the Library is being filled with books. St Peter’s families were very generous this year in sponsoring books to fill the shelves in the Library.

Ms Bongi writes ‘I would like to share some stories about the Intumbane-St Peter’s Library. There are students in Year 7 whose vocabulary has improved a lot since they started using the Library (a special mention of the Year 7’s, as it is the class I teach). They use it to research some information and for reading books. Our learners have learnt that there are different kinds of books, from fiction to reference books.'
The Intumbane ex-students are coming back to use the Library and we do not mind at all, because books are for sharing as long as they take good care of them, they are free to use them. We like seeing learners take turns to go to the Library and others cheating others to go to the Library, like my class, they own the Library because I carry the Library keys. Whenever there is a chance they see or doing nothing, they always ask, “Mam, can we go to the Library?” I take them and tell them to use it as much as they can because where they are going to school next year, there are no Libraries.

For Christmas this year, St Peter’s students were encouraged to make small monetary donations to Intumbane in place of exchanging chocolates and candy canes. Quite a few students took it upon themselves to do that this year. It is a very selfless and generous action from children so young, especially at Christmas. Any donations received this year will go towards a proper sign for the Library building.

Ms Bongi has had quite an exciting year. Intumbane School officially opened on Thursday, 10 October after more than 30 years of operation. A huge celebration was held, with many students, parents, teachers, councillors, police and representatives of government attending the festivities. The minister was appointed and sworn in two days before the function, so it was the first school she had opened after starting in office. She has promised to build three classrooms for the school.

After Ms Bongi’s last visit, she returned to Intumbane with a number of new ideas and resources to share with her learners. This included an understanding of the St Peter’s House system, several new Awards, more ideas for the Intumbane Library and improved ideas in the teaching of Maths. After benefiting from these improvements, one of Ms Bongi’s students, Sanele, entered her into the ‘PEP Stores Most Amazing Teacher 2013’ Competition. Ms Bongi has since been selected as one of the top ten finalists. This has involved many questions, visits, filming and photos from journalists and judges.

We congratulate Ms Bongi for being awarded third place in this very special Amazing Teacher competition. A thoroughly deserved achievement and great publicity for Intumbane Primary School.

The Fortescue Family were able to visit Ms Bongi and Intumbane School in August of this year. As part of their visit, Mr Fortescue, on behalf of the families of St Peter’s, presented to the school a donation of $941.00 for Library books and an additional $400.00 for the purchase of sporting equipment for use by students during their daily free playtime.

In addition, a decision was made by the Intumbane Committee, to financially support the teaching of a Values Based Life Skills Program (VBLSP) to students of Year 7 (equivalent to our Year 6) in 2014 at a cost of $2,600.00. In this way, not only is St Peter’s supporting Intumbane with material needs from time to time but is now also able to support the education program of their young people to help make lifestyle choices needed in order to become responsible young people. Our ongoing financial commitment as a school to this program will be reviewed towards the end of Term 3 in 2014. At the Annual St Peter’s Spring Fair, families were invited to purchase a paper flower to put on the Intumbane Flower Garden. The money raised, an impressive $225.00, will go towards the maintenance and upkeep of the vegetable garden at the school. This vegetable garden supplies goods from which a hot meal is made and supplied to all the Intumbane learners each lunch. For some, this is their only meal of the day. The support of school fund raising efforts this year has allowed St Peter’s to continue to bless our link school in these needy and special ways. I hope that this measure of support may be able to continue for many years to come.

Reporting Area 12
LANGUAGES

Language classes (French, German and Spanish) have provided excellent opportunities for students to discover new things and learn to develop and apply new skills.

This year we continued to roll out our French program of weekly 45 minute lessons with Mrs Amy Meallonnier for all Year 1 classes, building on the Kindergarten French lessons in 2012. Students enjoy their French lessons and are very engaged in the program. Our 2013 School Languages Funding Project has involved the development of our plan to extend the Languages Program to all students in future years (K-6 by 2018), in line with the National Languages Curriculum (currently in draft format). Mrs Justine Holmes has been involved in consultation briefings on the draft curriculum, and has been sharing knowledge with other staff. All students will do both French and German for one semester each year in order to provide them with experiences in both Languages.

To celebrate the new Languages Program (incorporating Kinder, Year 1, Year 2 in 2014) and to engage with the many cultural groups in our school community, Mrs Holmes and Mrs Meallonnier organised a Languages Celebration Day which shared the language and cultural backgrounds of staff, students and their families. The day involved a 'parade of nations' that our students come from; a range of cultural activities (craft, dancing, singing) run by volunteers and school families; food (mostly provided by school families); and culminated in a performance of Tirolean Slap Dancers. It was a successful day, particularly valuable in forging connections with significant cultural groups within our school community. Both Mrs Meallonnier and Mrs Holmes have been involved in in-service through formal Professional Development days at the AIS and consultation with the AIS Languages Consultant regarding our school project. The German program has continued in the Literacy Extension classes in Years 2-6, with Mrs Tamsin Weir taking over the teaching of this while Mrs Holmes has been performing the role of Co-Director of Junior Primary in Semester 2 2013.

CO-CURRICULAR ACTIVITIES

Students at St Peter’s have the opportunity to be involved in many co-curricular activities during the course of the School year. Science Club, Creative Writing and Enrichment, Knitting Club, Lego Mania Club, Art Clubs and Chess Clubs have provided excellent opportunities for students to discover new things and learn to develop and apply new skills.

Lego Mania Club is especially popular. The club was formed in response to student interest. It provides an alternative type of play for students who have that common fascination and creativity. The club gives them an opportunity to be imaginative and innovative with structures that range from the highly technical to the more traditional.

195 students participated in the Premiers Reading Challenge this year.

Over 50 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 South Western Sydney One Day Chess Competition and then went on to compete in the Metro-South West Region Competition. Seven St Peter’s teams competed in the Regional One Day Tournament for Primary Schools. The A Team gained 1st place and qualified to compete in the NSW Junior Chess League Primary School One-Day Tournament NSW held this past Sunday, 1 December. They achieved 16th position from 57 teams at the State Finals.
MUSIC and PERFORMANCE

The classroom music program continued to provide the students with exciting learning experiences in 2013. The students explored a variety of repertoire to inspire their musical learning and to facilitate their composing.

In addition to the classroom music program, many students enjoyed opportunities to perform at the lunchtime instrumental concerts, assemblies and the Spring Fair. Our choral extra-curricular music activities continued to be popular, with students eagerly participating in the Year 2 Choir, Middle Primary Choir, Senior Choir and Vocal Ensemble. The popularity of the percussive M & M’s (Music and Movement) led to the inclusion of Year 4 in this group, whilst the senior boys enjoyed exercising their creativity in Stomp. The Recorder Ensemble flourished under the direction of Mrs Johnson. It was wonderful to see so many students learning orchestral and band instruments and to see the growth of the band and string programs under the direction of Mr Marriage and Mr Kowalik.

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
- In August, a special musical evening was held to honour the memory of Mr Stephen Bomford. Many musical groups and soloist performances took place on this night
- Prep, Kindergarten and Years 1 to 4 students were involved in Christmas concerts in late November
- Members of both the Junior and Senior Band performed as part of the ‘float’ in the Fisher’s Ghost parade in November
- Annual Band Concert held on Thursday, 12 September
- Band Assemblies are held throughout the year
- Year 2, Middle and Senior Primary Choirs, the Vocal Ensemble, the Primary Recorder Group, the String Orchestra, the Stomp Band and the Senior Band all performed for the members of St Peter’s Church Ladies Guild and the Campbelltown Baptist Church Friendship Club on Tuesday, 5 November
- Holiday Band rehearsal/fun days culminating in a performance for parents at the end of the day
- 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
- The Senior Band and String Orchestra performs at the Primary Presentation Evening

Reporting Area 12
PARENTS AND FRIENDS’ ASSOCIATION

Under the capable leadership of Carolyne Hutchinson as President and Tracy Braithwaite as Vice-President for 2013, the P & F worked tirelessly to support the school. The P&F have catered for, organised and run many school events and functions including Sports Carnivals, Food Days, Kindergarten orientation morning teas, Prep information evenings suppers, Mother’s and Father’s Day Stalls, Grandparents Day refreshments and Meet The Teacher afternoon teas, to name a few. The list is commendable. They are not finished yet with the Year 6 Farewell to take place tomorrow evening.

The year began with the P & F catering at Mr Bomford’s Memorial Service on January 14. Though suffering themselves, they bravely put aside their own grief and served a mourning school community, going above and beyond, to make Mr Bomford’s Memorial Service truly special and memorable.

The P&F have run many programs and events throughout the year to the benefit of the school. One such program is School Banking. We thank the faithful volunteers who make this program possible. One of the events the P&F help organise is the annual disco. All the children enjoy this afternoon, a chance to let their hair down and have some fun.

Some other events that the P&F have had a major involvement in were the House Sports Fun Run Day, Junior Primary and Primary Athletics Carnivals, catering for the Meet the Teacher evenings, new parents information meetings, Grandparents Day, running Mother’s Day and Father’s Day stalls and breakfasts, Shopping trip, Family photo fundraising, chocolate drive, zoopa doopa days, food days and much, much, more. The P&F also oversaw the collection of 93,340 Woolworths earn and learn stickers which resulted in the school receiving $6,770.00 worth of teaching resources and play equipment.

Spring Fair

God once again blessed us with beautiful weather for our whole school community day on September 7. We couldn’t stop the election happening but it didn’t seem to dampen the spirits of all who attended. We never underestimate 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. $25,636.36 was raised for our school. The Spring Fair organising committee did a fabulous job and I would particularly like to thank Mrs Karen Caccamo, Mrs Lisa Ryder, the P&F Executive and all members of the P&F for their outstanding contribution towards the success of the 2013 St Peter’s Spring Fair.

PUBLIC SPEAKING AND DEBATING

All students from Year 3 are involved in Public Speaking within their classrooms. From there, students are chosen to be involved in Public Speaking workshops. This culminates in the annual competition with an evening of entertaining and captivating speeches from the finalists across the Year 3 to Year 6 classes. Lauren Stelzer was this year’s winner.

All students from Year 4 are involved in class debating activities. This year, 13 students from Years 5 and 6 were chosen to attend workshops each Monday morning. Three St Peter’s teams were involved in this year’s IPSHA Inter-School Debating Gala Day hosted by Danebank Anglican School for Girls in October. They 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, 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, Attunga, Lake Macquarie and Galston Gorge. Camping programs are developed in conjunction with Crusader’s Summit Educational Camps.

SCIENCE

A major philosophy behind Science teaching at St Peter’s is “learning Science by doing Science”. All students from Year 3 have a one and a half hour weekly Science lesson in which the students are constantly doing: they have built super structures, examined bones and dissected hearts, classified animals, crawled with insects, felt invisible forces, rotted food and forests, rotated planets, shaken the Earth, split light, mixed up matter, “snooped poop”, helped habitats and so much more! The children have even linked with NASA to participate in their second mission to Mars! Active learning extends beyond the classroom to involvement in the favoured Science Club.

In all this, children are developing basic concepts while gaining firsthand experiences and stimulating their curiosity for exploration and discovery. With such fascinating activities happening, it is little wonder that Primary Science is immensely popular with all students and a particular strength of our school.

Along with our enthusiastic specialist Science teacher, Mrs Michelle Ward, the young Scientists presented an amazing Science Expo at the Spring Fair and, once again, contributed a large contingent to our winning Fisher’s Ghost Parade school entry.

SPORT

Our students love their school and representative sporting activities. IPSHA representation by many students at both the Athletics and Swimming Carnivals at Sydney Olympic Park as well as Cross Country at The King’s School are highly anticipated annual events.

The “Flexi-Kids” Gym program run through the year is a favourite amongst our students. Each class gets to spend one term working through routines and exercises. It is a highlight of the week for many children.

Alex Steedman and Mackensie Van Heekeren performed creditably in representing our school at NSWCIS Athletics.

Once again 2013 was a great year for IPSSO Representative Sport. Our teams played very well throughout the year. In particular our Senior Netball, Senior Volleyball and our Senior Cricket teams all advanced through to the finals. Sadly however, none of our teams were able to bring home the trophy and claim the title of IPSSO champions. Nevertheless we look forward to seeing which of our teams will be successful in 2014.
William Kennedy, from Year 4, represented St Peter’s in the Northern NSW Schools Ski Championships in Moguls at State Level. A fine achievement from such a young man.

Tennis Competition Finals

The St Peter’s Tennis Competition was greatly anticipated by many students. Lleyton Hemphill was once again our Boys’ Singles Champion and Tiffany Lee Walker came up trumps again as our Girls’ Singles Champion. Tiffany Lee Walker and Aaron Masluk were victorious in the Mixed Doubles Final over Lleyton Hemphill and Mackensie Van Heekeren.

STAFF

We are very happy for the teachers who have commenced or will commence maternity leave this year or early in 2014. Mrs Maggie Levi, Mrs Gill Twist and Mrs Jennifer Shipway all commenced maternity leave early in 2013. Mr Mark Schroder also welcomed his first child. We also farewelled Mrs Melissa Ferguson for a time in Term 3 when she commenced maternity leave.

Mrs Jenni Aston will take maternity leave through 2014. Mrs Laura Pullen, 5P, will take maternity leave from Term 2, 2014 and Mrs Anne McPherson, 1M, will only be back with us two short weeks in 2014 before she begins her maternity leave. We will welcome back Mrs Jamie Nielsn, Mrs Lisa Barron and Mrs Maggie Levi from the commencement of the 2014 school year.

Miss Tessa Dettman announced her engagement to Mr Adam Robertson in October and is planning to marry in the 2014 September holidays.

We farewell Mrs Jennifer Noakes after two years of excellent service at St Peter’s. Mrs Noakes is an inspiring, enthusiastic educator and we will greatly miss her exuberance and compassionate care of her students. We also farewell Mr Cain McCleary who has served St Peter’s with dedication and passion for 11 years. Apart from Mr McCleary’s dedication in the classroom, his efforts in support of the Wakakirri and Junior Rock Eisteddfod performance programs has also been outstanding. Mr McCleary will be greatly missed by the St Peter’s School community and our best wishes for his future go with him.

After a teaching career of 11 years at St Peter’s, Mrs Barbara Wood will retire at the end of this year. Mrs Wood taught Kindergarten for the first five years and for the past six years has been responsible for coordinating the Learning Support Program. We wish her well.

After a part-time teaching career spanning in excess of 17 years including casual teaching, we also farewell Mrs Vicki Alderden. Mrs Alderden conducted the Middle Primary Choir for 10 years during her time of service and has been our Junior Primary Scripture teacher for 13 years. She is now looking forward to being closer to family and especially enjoying her grandchildren.

After serving in the role of Director of Junior Primary for eighteen months we said goodbye to Mrs Melinda Buckley at the end of Term 2 to then become the new Head of Danebank Junior School for Girls. Mrs Buckley served as a very enthusiastic and inspirational leader and the St Peter’s school community was greatly blessed during the time Mrs Buckley spent with us.

Also, at the end of Term 2, Mrs Irene Hills retired from working at the school. We thank her for her many years of faithful and dedicated service.
At the end of Term 3, we bid farewell to Mrs Linda Ozols. She left us after 11 years of outstanding administrative service. Our appreciation goes to Mrs Ozols for her executive leadership, support of and professional work associated with Mr Bomford over many years.

At the conclusion of 2013, we also farewelld Mr Robbert Alderden. Robbert contributed to our school for over 17 years as Deputy Head, Acting Head and as a classroom teacher. We wish him well as he moves interstate and pursues new challenges.

STUDENT LEADERSHIP AND PASTORAL CARE

We thank our School Captain, Rachael Ferdinands, Vice-Captain, Scott Hamilton, our Prefects, our House Leaders and all our Year 6 students who have set a fine example for others to follow. We particularly thank Year 6 for their work in mentoring our Kindergarten students through the ‘Friday Friends’ program.

St Peter’s takes very seriously the opportunity that senior students have to demonstrate and grow in their skills of leadership. Student leadership at St Peter’s is not confined to those children wearing a ‘badge of office’. At St Peter’s we believe that all our senior students are student leaders and our Friday Friends program is one avenue in which our Year 6 students, in particular, are able to put acquired and developing skills of leadership into action.

OUR LINK WITH ST PETER’S CHURCH

As a school we are most fortunate to have a close link with Campbelltown Anglican Churches and clergy. The clergy team have direct contact with our school through weekly Chapels, Lunchtime Crusader programs, Representative Sport with Mr Schroder, our two Whole School Services a year, our annual Presentation nights, counselling services and so on. We are very grateful for this strong and close connection and would like to thank the clergy, Mr Fortescue, Miss Burns, Mr Schroder and Mr Twist on behalf of the school community and families.

EVALUATING EXCELLENCE IN INDEPENDENT SCHOOLS (EEIS)

On Monday, 3 June, the EEIS Report conducted on St Peter’s through the Association of Independent schools (AIS), was accepted by the school. This process had occurred over twelve months and the evaluation team working with the AIS consultant, Mr Nick Clarke, comprised members of the school executive, teaching staff and parents.

The data and evidence collected from the responses were analysed by the evaluation team. The findings of the report revealed strength in the following areas:-

- Academic achievement of students
- School resources and facilities
- The student experience, including their relationship with staff and enjoyment of learning
- The school leadership
- The teaching, administrative and support staff
- The school culture, in endorsing the school’s vision, the modelling of an authentic Christian faith by staff and the staff encouragement of children to follow Jesus Christ
As excellent a school as St Peter’s is, there is always room for improvement and growth. To this end, the report also looked at areas for future development and identified six main intentions:

- To transform learning through analysis and action
- To know and respond to the needs of each learner
- To renew learning and teaching through analysis, reflection and professional partnership
- To develop, nurture and maintain harmonious and constructive student relationships
- To collaborate with all stakeholders in identifying and supporting all children with additional needs
- To nurture and educate through mutual respect and shared understanding

An action plan was devised to implement the identified areas for future development. The implementation plan is current and ongoing and involves staff, students, families and the wider community where appropriate.
PROFESSIONAL LEARNING AND TEACHING STANDARDS, STAFF QUALIFICATIONS, ATTENDANCE AND RETENTION RATES

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 2013, full time staff participated in at least 80 hours of professional learning. 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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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Full time Teaching</td>
<td>26</td>
</tr>
<tr>
<td>Part time teaching</td>
<td>23</td>
</tr>
<tr>
<td>Total Teaching Staff</td>
<td>49</td>
</tr>
</tbody>
</table>

**Staff Qualifications**

All class teachers have teaching qualifications from higher education 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/executives are female. Two part time members of the teaching staff are male. Seventeen part time members of the teaching staff are females.

Support Staff Total 15.8 FTE

The support staff includes Administration (clerical), Teaching Assistants, IT Technical Support, Grounds Staff, Cleaning Staff, OSHC and Uniform Shop.

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%. Three full time teachers, four part time teachers, one full time support staff and two part time support staff left during 2013. This excludes staff that commenced maternity leave in 2013.

All staff changes are reported in the weekly newsletter. We celebrate the expertise, commitment and achievements that staff bring to the school community.
STUDENT ATTENDANCE

In 2013, student attendance rates were as follows:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95%</td>
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<tr>
<td>Year 2</td>
<td>94%</td>
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<tr>
<td>Year 3</td>
<td>94%</td>
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<tr>
<td>Year 4</td>
<td>95%</td>
<td>95%</td>
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<tr>
<td>Year 5</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Note: Tally’s are on whole day absences that were not recorded as: exempt, flexible, school business, shared enrolment.

Management of Non Attendance

- The School maintains a register of enrolments
- The School monitors the daily attendance and absence of students in the School by maintaining a daily register for each class of students
- Student absences from classes or from the School are identified and recorded in a consistent manner by the staff member responsible for the roll class using the code approved by the Minister for Education
- Attendance registers are moved off-site for storage at regular intervals
- Unexplained absences from classes of the School are followed up in an appropriate manner with the student and/or their parent or guardian
- The School notifies parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance
- Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken are recorded, as appropriate, on the student file
- The register of enrolments is maintained for at least 5 years before archiving and the register of attendances for a student is retained for at least 7 years after the last entry was made in respect of the student

Exemptions from Attendance

1. Parents can apply for exemption from attendance from School
2. The application for exemption from attendance must be in writing
3. Specific applications for exemption from attendance are required for participation in elite sporting programs (see Form D)
4. A letter of Exemption from Attendance is issued by the Head of School
5. A copy of the letter of Exemption from Attendance is provided to the parents
6. A copy of the letter of Exemption from Attendance is placed on the student’s file at school and another copy is given to the relevant class teacher
7. When an Exemption from Attendance is granted the roll must be marked with the code “L”
ENROLMENT POLICY

SPECIFIC AIMS
At St Peter’s all children are encouraged to:-

- Develop an understanding of the Gospel message and the importance of serving God in their lives
- Develop fully their intellectual, social and physical abilities
- Think critically and creatively
- Develop enthusiasm and respect for learning
- Show respect and courtesy towards others
- Learn the value of working together for a common good and appreciate the importance of service to others
- Show initiative and develop qualities of leadership within the School and wider community
- Care for the physical environment
- Develop a global perspective and the ability to adapt to change
- Appreciate the joy of living in a spirit of thankfulness to God

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 of School, 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 of School 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 accordance with the School Standards and Expectations as amended from time to time. Parents shall withdraw a student upon request of the Head of School. 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 of School 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 are compulsory. Non-attendance must be satisfactorily explained in writing to the Head of School.

(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 of School, are required to attend annual Year Camps.

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 of School. In default of such notice, a term’s fee will normally be charged.

3. a. If the Head of School, or any person deputising for the Head of School, 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 of School may exclude the student permanently or temporarily at their absolute discretion.
b. If the Head of School 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 of School 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 parent 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 $100.00 administration fee for late payment is charged. The late payment fee is charged every 30 days on outstanding balances over $100.00. If there are concerns or difficulties parents should contact the Schools Council Business Office in the first instance.

8. 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.

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

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

11. 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.

12. It is an expectation of the School that parents will attend School Services, Junior 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 (where applicable)
- 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.
ENROLMENT FORM

PLEASE ENSURE YOU RETURN THE FOLLOWING WITH THIS ENROLMENT FORM

- Enrolment Form fully completed. Thank you for your co-operation in completing this form. We value having accurate up-to-date information on our students.
- Your non-refundable Enrolment Fee.
- Photocopies of each of the following, if they have not already been sent to the School:
  - Student’s Birth Certificate for Prep and Kindergarten applications;
  - Latest Pre-School/School Report;
  - NAPLAN 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); and
  - Immunisation Certificate (where applicable).
- Medical Information Form (supplied by the School).
- Entrance Questionnaire (supplied by the School).

Optional:

- You may include a reference relating to you, the parents, from a Minister of Religion attesting to your affiliation with a local Church.

<table>
<thead>
<tr>
<th>Application for Enrolment</th>
<th>Interviews:</th>
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<tbody>
<tr>
<td>Registration Fee</td>
<td>Head of School</td>
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<tr>
<td>Birth Certificate</td>
<td>Director Junior Primary</td>
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<tr>
<td>Previous school report (if applicable)</td>
<td>Commencement Year/Date</td>
</tr>
<tr>
<td>NAPLAN (if applicable)</td>
<td>Additional Tests</td>
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<tr>
<td>Legal/Court papers</td>
<td>School Visit</td>
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<tr>
<td>Assessment Reports (if applicable)</td>
<td>Offer Made</td>
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<tr>
<td>Immunisation</td>
<td>Enrolment Acceptance Form</td>
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<tr>
<td>Medical Form</td>
<td>Enrolment Fee: Date paid</td>
</tr>
<tr>
<td></td>
<td>Paid in full</td>
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<tr>
<td>Reference (optional)</td>
<td>Enrolment signatures included</td>
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<tr>
<td>Entrance Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Special Notation:</td>
<td></td>
</tr>
</tbody>
</table>

PHOTO

Please provide a Passport Size Photo
(if not already included as part of the Application Form Checklist)
STUDENT'S DETAILS

Surname: ________________________________________________________________

Given Name/s: ____________________________________________________________
(These will occur on all official documentation)

Preferred Given Name: ____________________________________________________

Commencement Year (e.g. 2015): ___________________________ Grade: ____________
(Prep – Year 6)

Date of Birth: _____________________________________________________________

Religion: _________________________________________________________________

Student's Residential Address: ______________________________________________

Postcode: __________________________

Student's Present School: ___________________________________________________
(if applicable)

Year: __________________________

Number of Children in Family: ______________________________________________

Family Pattern (e.g. B, B, G, B): _____________________________________________

Student's Position in Pattern (e.g. first girl): _________________________________

Please list brothers/sisters who are attending or have attended St Peter's:
Please list brothers/sisters who may enter in future years and years of entry:

Marital Status of Parents:  [ ] Married  [ ] Separated  [ ] Divorced  [ ] One Deceased

Other Family Arrangements:  [ ] Please describe (e.g. lives with grandparents, parents deceased)

Student's Citizenship/Residency  [ ] Australian Citizen  [ ] Permanent Resident of Australia  [ ] Overseas Student

Please detail any further information about your child's educational history/progress, i.e. has your child participated in additional learning programs in the form of extension activities or learning support; has he/she repeated a grade.
MOTHER/PARENT/GUARDIAN 1

Relationship to student: 

Surname: 

Given name/s: 

Preferred given name: 

Residential address: 

Postal address: 

Telephone: 

Home: 

Business: 

Mobile: 

Facsimile: 

Email address: 

Occupation:
FATHER/PARENT/GUARDIAN 2

Relationship to student:                                                                                                                                                                                                                                                                                                                                                      

Surname:                                                                                                                                                                                                                                                                                                                                                                      

Given name/s:                                                                                                                                                                                                                                                                                                                                                               

Preferred given name:                                                                                                                                                                                                                                                                                                                                                         

Residential address:                                                                                                                                                                                                                                                                                                                                                           

Postal address:                                                                                                                                                                                                                                                                                                                                                               

Telephone:                                                                                                                                                                                                                                                                                                                                                                    

Mobile:                                                                                                                                                                                                                                                                                                                                                                       

Email address:                                                                                                                                                                                                                                                                                                                                                                 

Occupation:
ENROLMENT ACCEPTANCE

Dear Head of School

I/we have read and, where necessary, clarified the Conditions of Application, Enrolment, Admission and the Privacy Legislation outlined in the Enrolment Policy document. I/we agree to be bound by the School’s policies and accept the position as offered and agree to meet the obligations arising from the enrolment of:

<table>
<thead>
<tr>
<th>Student’s given names</th>
<th>Student’s last name</th>
</tr>
</thead>
</table>

I/we declare that the information we have provided is true and correct and that we have provided all relevant information requested.

I/we understand that the non-refundable Enrolment Fee must be paid in full to secure this position.

Signature of Parent 1:

Signature of Parent 2:

Date:

PERSONS LEGALLY RESPONSIBLE FOR PAYMENT OF FEES

(Note: both to sign if jointly responsible)

Full name/s: (please print)

Address:

Postcode
Only one signature on this form makes the signatory 100% responsible for the payment of all school fees billed. For existing families, any difference in signatories between children may result in split billing for families.

I understand that by providing only my signature on this form that it makes me 100% responsible for the school fees of my child. I am willing to go ahead with this arrangement.
PRIVACY POLICY

New Privacy Legislation came into effect on 21 December 2001
The Privacy Policy below is a summary of the School Policy

1 The School collects personal information, including sensitive information about a pupil’s parents or guardians, before and during the pupil’s enrolment at the School. The purpose of collecting this information is to enable the School to provide schooling for your child.

2 Some of the information we collect is to satisfy the School’s legal obligations, particularly to enable the School to discharge its duty of care.

3 Certain laws governing or relating to the operation of schools require that certain information be collected. These include Public Health and Child Protection laws.

4 We are required by law to release information to the New South Wales Government. If you do not agree to this you must advise the Head of School in writing now.

5 Health information about pupils is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about pupils from time to time.

6 The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes other schools, government departments, MCEETYA, medical practitioners and people providing services to the School, including specialist visiting teachers.

7 If we do not obtain information referred to above we may not be able to enrol or continue the enrolment of your child.

8 Personal information collected from pupils is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, pupil activities and other news is published in School newsletters, magazines and on our website. Photographs of students, staff and parents involved in School related activities may form part of such publications. The School may also give permission to publicise the activities in which St Peter’s students participate. If you do not agree to this, you must advise the Head of School in writing now.

Each year we publish ‘Petros’, the School magazine, which is produced for the School community and extended families. This magazine will contain photographs and personal information relating to your child, with class photographs and student work being published. By signing our Enrolment Conditions you are giving permission for your child to be included in ‘Petros’.

9 Parents may seek access to personal information collected about their child by contacting the School. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School’s Duty of Care to the pupil, or where pupils have provided information in confidence.

10 As you may know the School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist the School’s fundraising activities solely for that purpose; for example, St Peter’s Anglican Primary School Parents & Friends’ Association and St Peter’s Anglican Primary School Foundation.

11 We may include your contact details in a year group, team or activity list. If you do not agree with this you must advise the Head of School in writing now.

12 If you provide the School with the personal information of others, such as Doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why. Inform them that they can access that information if they wish, and that the School does not usually disclose the information to third parties.
NATIONAL GOALS FOR SCHOOLING – DATA COLLECTION FORM

As part of the *National Goals for Schooling in the Twenty-First Century* all Australian schools are required to ask questions related to the gender, country of birth, language spoken at home and indigenous status of each child as well as the educational qualifications, occupations and main language spoken by parents. This information, along with all other information contained in this form will remain confidential subject to the School's Privacy Policy. For further information related to *National Goals for Schooling in the Twenty-First Century*, go to [www.mceetya.edu.au](http://www.mceetya.edu.au).

**Is the student of Aboriginal or Torres Strait Islander origin?** *(For persons of both Aboriginal and Torres Strait Islander origin, mark both “Yes” boxes.)*

- [ ] No
- [ ] Yes, Aboriginal
- [ ] Yes, Torres Strait Islander

**In which country was the student born?**

- [ ] Australia
- [ ] New Zealand
- [ ] England
- [ ] China
- [ ] Lebanon
- [ ] Greece
- [ ] Hong Kong
- [ ] India
- [ ] Italy
- [ ] South Korea
- [ ] Other, please specify:
Does the student or their mother/guardian or their father/guardian speak a language other than English at home? *(If more than one language, indicate the one that is spoken most often.)*

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Mother/parent 1/</th>
<th>Father/parent 2/</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, English only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, Italian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, Cantonese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, Arabic <em>(incl Lebanese)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, Vietnamese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, Greek</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, Mandarin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, Japanese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, Korean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, Other <em>(please specify)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is the highest year of primary or secondary school the parents/guardians have completed? *(For persons who have never attended school, mark ‘Year 9 or equivalent or below’.)*

Mark one box only in each column

<table>
<thead>
<tr>
<th></th>
<th>Mother/parent 1/</th>
<th>Father/parent 2/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>guardian 1</td>
<td>guardian 2</td>
</tr>
<tr>
<td>Year 12 or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11 or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 10 or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9 or equivalent or below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What is the level of the highest qualification the parents/guardians have completed?

Mark one box only in each column

<table>
<thead>
<tr>
<th>Mother/parent 1/ guardian 1</th>
<th>Father/parent 2/ guardian 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor degree or above</td>
<td></td>
</tr>
<tr>
<td>Advanced diploma/Diploma</td>
<td></td>
</tr>
<tr>
<td>Certificate I to IV (including trade certificate)</td>
<td></td>
</tr>
<tr>
<td>No non-school qualification</td>
<td></td>
</tr>
</tbody>
</table>

In answering the next two questions, please select the appropriate parental occupation group from the list which appears on the following page.

- If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person’s last occupation.

- If the person has not been in paid work in the last 12 months, enter '8' in the box below.

What is the occupation group of the mother/parent1/guardian1? 

What is the occupation group of the father/parent2/guardian2?
PARENTAL OCCUPATIONAL GROUPS

GROUP 1: Senior management in large business organisation, government administration, defence and qualified professionals

Senior executive/manager/department head in industry, commerce, media or other large organisation

Public service manager (Section head or above), regional director, health/education/police/fire services administrator

Other administrator (school principal, faculty head/dean, library/museum/gallery director, research facility director)

Defence Forces Commissioned Officer

Professionals generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others


Business (management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer)

Air/sea transport (aircraft/ship’s captain/officer/pilot, flight officer, flying instructor, air traffic controller)

GROUP 2: Other business managers, arts/media/sportspersons and associate professionals

Specialist manager (finance/engineering/production/personnel/industrial relations/sales/marketing)

Financial services manager (bank branch manager, finance/investment/insurance broker, credit/loans officer)

Retail sales/service manager (shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency)

Arts/media/sports (musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman/woman, coach, trainer, sports official)

Associate professionals generally have diploma/technical qualifications and support managers and professionals


Business/administration (recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager)

Defence Forces senior Non-Commissioned Officer
GROUP 3: Tradesmen/women, clerks and skilled office, sales and service staff

Tradesmen/women generally have completed a 4 year Trade Certificate, usually by apprenticeship

All tradesmen/women are included in this group

Clerks (bookkeeper, bank/PO clerk, statistical/actuarial clerk, accounting/claims/audit clerk, payroll clerk, recording/

registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/order clerk, freight/transport/shipping

clerk, bond clerk, customs agent, customer services clerk, admissions clerk)

Skilled office, sales and service staff

Office (secretary, personal assistant, desktop publishing operator, switchboard operator)

Sales (company sales representative, auctioneer, insurance agent/assessor/loss adjustor, market researcher)

Service (aged/disabled/refuge/child care worker, nanny, meter reader, parking inspector, postal worker, courier,

travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor)

GROUP 4: Machine operators, hospitality staff, assistants, labourers and related workers

Drivers, mobile plant, production/processing machinery and other machinery operators

Hospitality staff (hotel service supervisor, receptionist, waiter, bar attendant, kitchen hand, porter, housekeeper)

Office assistants, sales assistants and other assistants

Office (typist, work processing/data entry/business machine operator, receptionist, office assistant)

Sales (sales assistant, motor vehicle/caravan/parts salesperson, checkout operator, cashier, bus/train conductor,

ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker)

Assistant/aide (trades’ assistant, school/teacher’s aide, dental assistant, veterinary nurse, nursing assistant,
museum/gallery attendant, usher, home helper, salon assistant, animal attendant)

Labourers and related workers

Defence Forces ranks hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park

attendant, crossing supervisor) below senior NCO not included in previous groups

Agriculture, horticulture, forestry, fishing, mining worker (farm overseer, shearer, wool/hide classer, farm hand,
horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing

hand)

Other worker (labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car

park attendant, crossing supervisor)
SCHOOL POLICIES – INCORPORATING STUDENT DISCIPLINE, REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

Student Welfare and Discipline Policies, Anti-Bullying Policy, Reporting Complaints and Resolving Grievances Policies.

St Peter’s Anglican Primary School seeks to provide a safe and supportive environment which:
- Minimises risk of harm and ensured students feel safe
- Supports the physical, social, academic, spiritual and emotional development of students.
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

Students are expected to abide by all rules and expectations and follow the directives of staff at 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.

St Peter’s Anglican Primary School prohibits the use of corporal punishment under any circumstances. The school does not permit corporal punishment of students or sanction corporal punishment of students by non-school persons.

All discipline policies are based on principles of procedural fairness and involve parents in the processes of procedural fairness for sanctions of a more serious nature.

The welfare policy is made available to staff through our internal processes.

Anti-Bullying

The school has the responsibility to ensure that, while at school, all students are given the opportunity to develop themselves at an appropriate age level. All students need to develop tolerance and understanding of others and their needs. All students have the right to feel safe and valued as individuals and as a part of God’s family. Bullying is not acceptable and will not be tolerated. Appropriate consequences and interventions will be put in place for students who are discovered to be engaging in bullying behaviours. The school seeks to promote an environment free of bullying. All complaints of bullying are dealt with appropriately on a case by case basis and involve senior staff at an appropriate level.

Complaints and Resolving Grievances

The school’s policy for dealing with complaints and grievances identifies the processes for raising and responding to matters of concern identified by students, parents, contractors, local residents and visitors to the school. These processes incorporate procedural fairness. The school encourages concerns to be raised as soon as practicable. If the initial concern is not dealt with adequately, the complaint should be escalated to the school’s grievance officer.

Compliments and praise are also welcome to be shared with appropriate staff at the school.

Reporting Area 10
### Changes to Policies in 2013

<table>
<thead>
<tr>
<th>Policy Name</th>
<th>Changes</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Networking Policy</td>
<td>New – written in 2013</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Staff ICT User Agreement</td>
<td>New – written in 2013</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Child Protection</td>
<td>New – written in 2013</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>WHS Statement</td>
<td>New – written in 2013</td>
<td>Staff shared drive</td>
</tr>
</tbody>
</table>
SCHOOL DETERMINED GOALS FOR 2014

As a new Head of School and Senior Leadership commenced in 2014, these goals and targets are constantly being reviewed and updated. The goals fall into 3 categories:-

1. **Facilities and Resources**
   - Reduce the schools dependence on paper and promote sustainability
   - Promote the use of 1:1 or 1:2 technological devices in classrooms
   - Introduce modern, collaborative furniture in classrooms
   - To update and improve resources in Prep, OSHC and general classrooms
   - To create more office and meeting space to meet the needs of the school
   - To explore additional operations of the St Peter’s Shop
   - Explore administration and learning management systems
   - To explore efficient use of school facilities (co-curricular/ Academy usage)

2. **Staff Development**
   - Review our Teacher Accreditation processes and support structures
   - To consider staff training in the Science area for all staff in the school
   - Support staff training in privacy, confidentiality, increased efficiency and professionalism
   - Action research for all grade levels in team determined areas
   - To consider more regular grade meetings and collaborative planning time for teachers

3. **Teaching and Learning**
   - Review programs in accordance with legislative requirements
   - To expand the co-curricular teaching offerings within the school
   - To promote learning in all spaces
   - To increase shared responsibility for learning outcomes
   - To continue to reflect on assessment practices that inform teaching and learning
   - For classroom teachers in Junior Primary to take responsibility for Christian Living (Scripture)
   - To continue to link our professional development to APST (Australian Professional Standards for Teachers)
   - To introduce a Teaching & Learning Newsletter to replace grade newsletters, to promote teaching and learning in the wider school community

Reporting Area 11
PARENT, TEACHER AND STUDENT SATISFACTION

The school has ongoing communication with parents through parent-teacher interviews regularly throughout the year, letters, phone calls, emails and an open door policy that encourages parent involvement in the school.

The school on a 3 year basis engages a full and comprehensive survey of our community. This was last completed in 2012 and is due again in 2015.

The school's Parents and Friends Association provided a number of different social activities throughout the year (see report) and these were well attended by school parents.

At interview for any sibling, parents are asked about their level of satisfaction as parents of child/ren already attending the school. They are also asked about their child's happiness in being a student of the school. Responses are consistently positive.

The ongoing demand for places at the school is a strong reflection of parent and student satisfaction.

Whenever a child leaves the school, the parents are asked for reasons. Most common reasons are financial hardship or moving to another area.

Conversations with staff are regular and senior staff seek to address staff concerns in a timely and collaborative fashion. (Recognising that 2013 was year of flux for the school with an Acting Head and a grieving staff).

Staff members leaving the school are afforded the opportunity of an exit interview. This can be conducted with a member of the senior staff. Staff generally love the school and love working here. There is always a high calibre of applicants for vacant positions which reflects the desire of people to be working in the school due to the positive environment and support offered to staff.

2013 was year with an increased level of staff seeking employment in other schools. This was partly due to a number of retirements and interstate relocations. Some staff also sought positions at other schools. The retention rate of staff was above 97% (Teaching and Support staff).
SUMMARY OF FINANCIAL INFORMATION