ANNUAL REPORT 2014

The information in this report is collated under headings specified by the Commonwealth Government. The information relates to the 2014 Academic year.
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A MESSAGE FROM THE CHAIRMAN OF SCHOOL’S COUNCIL

I have a love-hate relationship with computer technology. There is no doubt it makes my working life more efficient. There is, equally, no doubt that it causes distraction, stress and busyness! Managing all this is what makes such technology a joy to use and benefit from.

In education, understanding, utilising and managing computer technology is imperative. A few years back I never thought I would write a sentence like that but now, it is true.

Of course, you don't need technology to educate a child and many of the tools that have been used for effective education for hundreds of years are still in use in our schools! The first Anglican educators did their work with a Bible, a syllabus and writing implements; incredibly, young people were educated and became doctors, lawyers and masters of commerce. But just imagine travelling back in time to meet one of them, phone in hand. You might say, "inside this black box I call a phone is a Bible, syllabus, and writing implements and I have access to almost every thought that has ever come to man". You'd probably be thrown in the river with a millstone around your neck for witchcraft!

Times have changed and we need to. But we need to do so with great wisdom and care. The impact of technology on our lives and in education is an issue for all of us. Life is being played out in the electronic world by young people and unless we are aware of the benefits and joys, pitfalls and dangers it will be difficult for us to guide our young people in good thinking in the electronic world in the digital age. You cannot stick your head in the sand and you can't tell the young ones to either. They just won't.

With all this in mind, I am so pleased that St Peter's Anglican Primary School is working hard to implement the use of technology across all grades. The careful use of filters and ISP monitoring is ensuring our young people are safe online but there is nothing better for internet safety than a good, open and honest relationship between parents and children. I have seen all sorts of blogs and posts and vlogs and online teaching resources being used at the School this year and I am excited about where all this will take us. But despite all the excitement about technology it is not the be all and end all of what we do.

It is the love of Christ that continues to compel the Campbelltown Anglican Schools Council to resource and empower our two schools Broughton Anglican College and St Peter's Anglican Primary School. Day after day, children and young people are coming under the sound of the Gospel as they sit in their classrooms, run in their playgrounds and explore the wondrous creation God has placed us in. Many school families are connecting with Jesus in various local church communities and we rejoice that more and more people are becoming convinced that one died for all!

We are delighted with the progress of St Peter's Anglican Primary School under the leadership of Mr Brendan Gorman and the Executive Team. While we are sad to have seen Michele Benn move on to lead her own team, we look forward to all that 2015 holds. The School has undergone significant change over the last three years but we are confident that our vision to be the leading provider of Christian education in the Macarthur region is being fulfilled.
As the only remaining Anglican Parish Schools in Sydney we treasure the shared ministry vision we have at Campbelltown Anglican Church with the school, as we long to be places of learning where knowledge of God is lived authenticity. I want to thank the staff of both the church and schools for the role they play in this important work.

I also want to thank our School Council and Executive Officer, Gavin Senescall for their rigorous and thoughtful engagement with the work of our schools. Education in our region is an increasingly competitive endeavor and astute care and planning is needed.

Thanks also to all our parents and students. Working alongside you in your education is a pleasure and a delight!

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

During 2014, the P&F had a great team of volunteers who helped out in every way possible. Regular activities such as the Mother’s Day and Father’s Day stalls were held. A number of new activities that the P&F introduced in 2014 included a Cookie Dough Day and a Skip-a-thon. The Skip-a-thon day was a fun day with many different skipping activities for the children to participate in.

In 2014, the fundraising activities included:-
- A number of special food days which included a Pie and Sausage Roll day
- Pizza Day
- A number of Loom Band days where children had the opportunity to buy loom bands and then create new designs together with their friends in the playground
- Fisher’s Ghost Parade where a truck was decorated in the year’s theme, Japanese culture.

A major event in 2014, was the Spring Fair. The school community supported the Spring Fair with donations of cakes, baskets, plants, groceries, and second hand goods. It was enjoyable to hear the excited screams and laughing of children enjoying the rides. Thank you for the many volunteers who help make the day a success, especially our Spring Fair Coordinators who worked tirelessly for most of the year.

The monthly P&F meetings were held where parents and carers had the opportunity to be involved in the school. The meetings provided informative information and parents and carers were part of insightful discussions about what was happening in the school.

I would like to take this opportunity to thank the P&F Committee, volunteers and the school community for their involvement. As Year 6 families move onto High School, I wish them well as they continue on learning what it is to have “Life through Christ”. We thank God for St Peter’s Anglican Primary School, we thank Him for the children who attend and our families and staff.

Andrew Richards
President
A MESSAGE FROM THE STUDENT LEADER - 2014

2014 has been another busy year in the life of St Peter’s Anglican Primary School. We have enjoyed endless opportunities to be involved in activities at school – from sports carnivals and Public Speaking, to Christian groups, Chess, Music groups, Debating, Art clubs and more. The students at St Peter’s definitely have a variety of experiences in which they can be involved in the school year.

A new initiative that was enjoyable for all ages this year was the Book Parade. There were many excited faces and amazing costumes as children processed around the soccer field at the parade. I’m sure the children will be looking forward to next year’s event and already have costume ideas in their minds. The Music Festival was certainly enjoyable as many Music groups performed pieces and demonstrated their musical abilities. We continue to be a school which excels in Music and I’m sure this will continue with the appointment of Mrs Pollett.

The introduction of the Year 6 Graduation shirt was well received by the Year 6 students who were able to wear this shirt with pride each Wednesday in place of their sport shirt.

It was wonderful to work with such a supportive team of students throughout the year. I would like to thank the Vice Captain Sanjiv W, and the six prefects: Caitlin B, Zoe A, Sally F, Aaron M, Logan W and Isaias G-I.

I would also like to thank Mr Gorman, Mrs Benn, Mrs Stelzer, Mrs McDonnell and Mrs Busutel for their guidance, wisdom and encouragement throughout the year. It was wonderful to be able to attend a leadership conference at the beginning of the year and apply the information we learned. Thank you mostly all the staff who teach us about the saving grace of Jesus.

I wish to acknowledge the P&F who support our school community in many ways. Your dedication and willingness to raise money for our school benefits all children at St Peter’s.

The experiences we have now form into memories as we move to other schools. We may feel nervous or scared but know that God will continue to help and guide us in the new chapter of our lives.

Remember Jesus said, ‘Do not let your hearts be troubles. Trust God and trust in me’.

Lauren Stelzer
School Captain
Year 6, 2014
A MESSAGE FROM THE HEAD AND REVIEW OF THE 2014 ACADEMIC YEAR

2014 was a year where St Peter’s Anglican Primary School began a process of moving forward. Much consolidation of policy and practice were implemented and teaching staff took great joy in considering the most appropriate way to teach their children. Staff meetings became times of collaboration and teams were formed that benefited the students who would be impacted by these teams.

St Peter’s is a unique place. A wonderful place. The joy in the eyes of our students as they walk through the gates. The hard work our staff put into to preparing meaningful engagements and assessments. The prayerful nature of the community and the support of our board of governors make this a truly remarkable community which I have the privilege of leading.

I am grateful for each student who learns and cares for others at this school. For the teachers and support staff who give so much to making sure our school flourishes. To the Board of Directors for their tireless, considered and reflective leadership. To the parents who entrust their students into our care on a daily basis.

I wish to thank the Executive Team who provide so much support and behind the scenes work to ensure our school continues to improve and move forward. Michele Benn (Deputy Term 1-3); Estelle Stelzer (Director of Primary), Michelle McDonnell (Director of Junior Primary), Sandra Busutel (Director of ICT) and Natalie Chamberlain (Executive Assistant to the Head of School).

Our school seeks to be the best school we can be in every possible area. In 2014, we have achieved this a little more than we have before. I have much to be thankful for.

Mr Brendan Gorman
Head of School
CHRISTIAN LIVING

As a Christian school that is unashamedly so, we are passionate about the privilege of teaching Christianity in all we do. Students are taught the Bible, by Christian teachers who pray with their students and care for them. Students attend Chapels usually taught by the Ministry Team of Campbelltown Anglican Churches and sing actively in Chapels and assemblies.

Students enjoy unpacking the Bible through Scripture lessons, Chapel, Crusader lunchtime groups and Breakfasts. Camps in Year 3 - 6 are also facilitated by Crusaders which considers the Gospel to be relational. Students enjoy the adventures of outdoor education whilst hearing about the Bible and the role it has to play in their lives.

As a school, we must also look outwardly and as such we rejoice in our partnership with Intumbane and other charities that are selected throughout the year.

Parents enjoy the fact that we clearly articulate the importance of this pillar of our school.
THE 2014 ACADEMIC YEAR IN REVIEW

ACADEMIC RESULTS

Prep (Pre-Kindergarten)

2014 saw an increase in numbers in Prep, with each class catering up to 22 students. Catering for the needs, wants, skills, personalities, experiences and abilities of these students and watching them grow and change kept our Prep teacher and assistants busy. It was 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.

During 2014, we focused on increasing the participation of Prep in various aspects of school life. Prep attended some assemblies and special whole school occasions, such as the Remembrance Day Service. They also participated in our inaugural “Fun Day” while Years 2-6 were at the School Cross Country Carnival. Prep also had the opportunity to participate in “Chapel”. Leanne Burns visited each Prep class on a 3 week rotation introducing the Bible through stories and songs.

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”, “Building things”, “Shapes and Numbers”, “Life Cycles – a look at frogs, chickens and silkworms” and “Things that Go”. Throughout these units, they have focused on developing their fine motor skills in preparation for Kindergarten.

Some special highlights of the year have been the Teddy Bear’s Picnic, 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. Prep celebrated their learning by joining in with the “Celebration of Learning“, performing for parents and then enjoying a shared morning tea with parents and grandparents.

During Term 4, all Prep children had the opportunity to visit one of the Kindergarten classrooms to help prepare them for the move to Kindergarten in 2015. At the end of the year, all Prep students received a portfolio prepared by the Prep staff, documenting, through photographs and work samples, their achievements during 2014.

Kindergarten (Early Stage 1)

Kindergarten made great progress throughout this first year of their formal schooling. Children settled into the routines of Kindergarten quickly and enjoyed making new friends and developing the skills necessary for life at school.

Kindergarten participated in a number of new integrated units of work in 2014. They began the year looking at differences in cultures, families and individuals, then investigated the common needs of all people and where their food comes from. Kindergarten investigated Australian Animals and used their developing literacy skills to write information reports. They concluded the year looking at ways to send and receive messages and discovering ways to care for their environments. Throughout these units of work students have been learning to work in groups and to complete independent tasks.

Reporting Area 2
They were immersed in reading and writing activities daily and have made wonderful progress. From learning sounds and sight words, through the Jolly Phonics, Sound Waves 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. They have also investigated the differences between informative and imaginative texts and have demonstrated their understanding through their writing. Kindergarten continued to use the iMaths program which involved using their mathematical learning to solve problems across all strands. It was an exciting year in Kindergarten 2014.

Kindergarten enjoyed their overview of the Bible with Leanne Burns in Chapel each week. They also began to learn French with a lesson each week. Students celebrated their learning with their parents in Term 4, performing for them and proudly showing their achievements during classroom visits. Kindergarten were wonderful role models during orientation week, hosting the incoming 2015 Kindergarten children.

**Years 1 and 2 (Stage 1)**

The students in Years 1 and 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. Implementation of the new English Syllabus found Years 1 and 2 reading and writing a variety of imaginative, informative and persuasive texts while reflecting on the purpose and audience of these. These skills were increasingly taught within a thematic unit which integrated the many skill of English.

Mathematics was taught with an investigative framework using iMaths across the stage. Students used the mathematical skills being covered to solve problems. Concrete materials were utilised to assist in all areas of their learning. Science and HSIE units continued to engage the students with such topics as “Drip, Drop Splash”, “God’s wonderful Creation”, “Marine Environments” and “Life in the Past”. The Creative Arts and PDHPE syllabus provides plenty of opportunities for the creative sides of our students to be revealed, making toys in Year 1 and looking at “Pop Art” in Year 2. Excursions to the Sydney Aquarium (Year 1) and Wollondilly Heritage Centre (Year 2) supported the students learning and gave them a real life opportunity to further develop their understanding.

For the first time, Year 2 were involved in the Cross Country Carnival, travelling to Broughton with Years 3-6 to participate. Year 1 combined with Prep and Kindergarten to participate in a fun day of activities at school. Year 2 students were also given the opportunity to participate in the Swimming carnival which they enjoyed.

Year 1 and 2 enjoyed demonstrating their learning over 2014 during our “Celebration of Learning”, performing for their parents and showing their classrooms.
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 and sometimes daunting time as children move from their Junior Primary years. The new opportunities to use a diary to record information, a sleep over at school for Year 3 camp and the chance to represent the school at various sporting events are highlights of Year 3. Excursions to the Royal National Park in March along with their Term 4 unit on Compassion which encouraged students to raise money for local charities made for wonderful learning. Year 4 enjoyed learning about Japan, exploring different Art forms and recreating traditional fairy tales with a Kabuki twist. Linking to their HIE unit, students also travelled to Hyde Park Barracks to learn about convicts and their life in Sydney. The Life Education van also visited all grades to enhance their learning.

Years 5 and 6 (Stage 3)

Students in Years 5 and 6 have the opportunity to experience responsibility that comes from leadership positions within the school. This enables children to live out our ‘Life Through Christ’ motto in their daily lives. During the year, the Year 5 children consolidated their understanding of Australian history as depicted through artworks as they visited the Australian Art Gallery. Both grades enjoyed their 3 night camp to Lake Macquarie (Year 5) and Galston Gorge (Year 6). Many opportunities to be challenged and problem solve were undertaken at this camp. 2014 was the first year that students in Year 6 enjoyed an overnight stay in Canberra. Children visited Parliament House, The Museum of Democracy and the Australian War Memorial to develop their understanding of the democratic and electoral process. While in Canberra, the children also enjoyed their visit to Questacon by night. During Term 4, students in Year 6 focused on water sustainability. Children were challenged to consider ways in which they could reduce their water use as they researched how water is used around the world. The main focus of this unit was on being a Global Citizen.
NAPLAN - The 2014 National Assessment Program – Literacy and Numeracy Results

St Peter’s Anglican Primary School had a very high level of participation in The National Assessment Program – Literacy and Numeracy (NAPLAN) in 2014. No students from either year group were exempt or withdrawn from testing.

Once again, Year 3 students performed above the state average in Reading, with 59% of these achieving in the top two bands. Of these, 41.3% achieved a band 6, compared with the state percentage of 29.7. Year 5 students achieving results in Band 7 and 8 for Reading also continued to exceed those of the state and national average with a percentage of 43, compared to 35.

The Australian Curriculum and Reporting Authority (ACARA) have admitted that there were problems with the writing task in 2014. Despite this, greater than 50% of our Year 3 students achieved a result in Band 5 or 6 (54.6%). In Year 5, 49.2% of our students achieved a result in the highest three bands. Contrary to trends with both state and national percentages, the number of students in Year 5 achieving a Band 8 increased slightly.

In the Language Conventions domain, Spelling was identified as a strength, with 79.9% of Year 3 students achieving within the top 3 bands. Of these, 45.3% received a Band 6 result, compared to 26.3% across NSW. 62.7% of Year 3 students achieved a result in the top two bands for Grammar and Punctuation. In Year 5, 75% of our students achieved in the top 3 bands for Spelling, while in Grammar and Punctuation, 78.5% performed in Bands 6-8.

Overall in Numeracy, 61.3% of Year 3 students achieved a Band 5 or 6 result. Analysis of trend data, also shows that Year 3 Boys, performed better in Numeracy than they have any time over the past 5 years. Students continued to perform above the state and national average in Numeracy in Year 5 with 66.1% achieving results in the top 3 bands.

International Competitions

151 St Peter’s students participated in the UNSW Global Science Competition. With 2 High Distinctions, 12 Distinctions and 43 credits.

152 students participated in the UNSW Global English Competition, with an outstanding result of 6 High Distinctions, 10 Distinctions and 41 credits.

Also, 155 students participated in the UNSW Global Mathematics Competition. 2 High Distinction, 22 Distinctions and 35 credits were also awarded.

Selective school positions and Scholarships

This year 5 selective school positions or scholarships have been offered to Year 6 students for secondary school.
COMMUNITY AND SERVICES

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 in the Intumbane report, our international focus has been the partnership with Intumbane Primary School in South Africa.

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

- 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.
- Intumbane Slipper Day in June raised much needed to funds to continue our work with our sister school.
- Our Head of School, School Captain and Vice-Captain represented our school at the ANZAC Day, Remembrance Day and Vietnam Veteran’s Day services.
- Year 3 undertook activities under the theme of ‘Compassion’ where money was raised for a variety of charities.
- The children participated in Reconciliation Week bringing together Indigenous Australians with all other Australians.

Reporting Area 12

Fisher’s Ghost Parade

On November 1, St Peter’s participated in the Fisher’s Ghost Parade. Celebrating the 30th anniversary of the Campbelltown-Koshigaya Sister City relationship, the parade theme in 2014 saw entrants inspired by the vibrancy of the rich Japanese culture. Students from St Peter’s band played on the Japanese themed truck which was proudly decorated by our P&F parents. Additionally, many students supported our school and walked behind the truck in their school uniform. Our school was joint winners in the ‘Best School’ category.
CURRICULUM AND PROFESSIONAL DEVELOPMENT

Curriculum Development

The Australian Curriculum

The process of implementing the Australian Curriculum began this year. In NSW, the Board of Studies, Teaching and Educational Standards (BOSTES) is responsible for developing syllabus documents for all NSW schools, based on the Australian curriculum developed by ACARA. As a NSW school, it is a requirement that we use these syllabus documents. We are also following the BOSTES plan for implementation of the new Kindergarten to Year 6 Australian Curriculum, as outlined in the table below. The implementation process in NSW allows for some flexibility, with some areas optional to start teaching in the year before implementation becomes compulsory. Prior to any implementation of a new curriculum, our staff undergo significant professional learning to ensure that we all have a clear understanding of new syllabus requirements.

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
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<tbody>
<tr>
<td>2014</td>
<td>English – start teaching</td>
</tr>
<tr>
<td></td>
<td>Mathematics – optional to start teaching</td>
</tr>
<tr>
<td></td>
<td>Science – optional to start teaching</td>
</tr>
<tr>
<td>2015</td>
<td>Mathematics – start teaching</td>
</tr>
<tr>
<td></td>
<td>Science and Technology – start teaching</td>
</tr>
<tr>
<td></td>
<td>History – optional to start teaching</td>
</tr>
<tr>
<td>2016</td>
<td>History – start teaching</td>
</tr>
</tbody>
</table>

This year, we opted to begin implementation of Mathematics at the beginning of each Stage (Kindergarten, Year 1, Year 3 and Year 5), so that the students would experience the same outcomes across the two years of their stage of learning. This decision was commended during the recent BOSTES inspection of the school. We have recently evaluated our implementation and begun preparing for implementation across the rest of the grades in 2015.

Across the school, we are using the Australian Curriculum syllabus developed by BOSTES, known as the *NSW English K – 10 Syllabus*, to plan learning experiences for our students. In our Professional Development Week, our staff revisited the aim and rationale of the syllabus to ensure that our English planning and teaching reflects the ‘big picture’ of this exciting curriculum document.

Professional Development

The learning that takes place at St Peter’s is not confined to the students. As a professional learning community, the teachers at St Peter’s actively engage in professional development with the goal of improving student outcomes. As well as the learning that occurs in the classroom alongside the students, professional learning occurs through conversations with colleagues, participation in external courses and through our comprehensive professional development program that is aligned to the Australian Professional Standards for Teachers (APST).
As part of our Professional Development Program, the teaching staff meet weekly to focus on targeted areas for our development as teachers. These sessions focused on creating a safe environment for students through the development of risk assessments. This term, we used the sessions to plan and evaluate grade-based action research projects that enable teachers to explore a self-selected professional teaching standard in depth. The goal of action research is to investigate an issue in the context of the classroom to bring about positive changes to teaching and the students' learning.

Throughout the year, teachers attended a variety of external professional development courses to develop their pedagogical knowledge in areas such as Information Communication Technology, Curriculum Differentiation, Assessment 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

This year has seen the further expansion of technology with Chromebooks being integrated into Year 3, with a 1:2 ratio and if the need arises for 1:1 by borrowing from the other Year 3 classes. Year 5 have 1:1 Chromebooks (which are paid off by Stage 3 parents overs 2 years) introduced this year as it was felt that these devices were more appropriate than tablets. We were able to create a bank of 28 computers to share across Year 4 as Year 5 no longer needed theirs.

Mrs L Betbeder became part of our school community in Term 3, bringing with her a passion for ICT and a wealth of knowledge which she was able to share with other staff members and students.

We used online resources to enhance and reinforce the learning for our students, eg. Sunshine media, Purple Mash and Skoolbo just to name a few.

Sentral has been the school reporting system for the last few years and we are now investigating moving our Administration module into this system.

The Library system was upgraded and many new features became available.
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 House competitions at Swimming, Athletics and Cross Country Carnivals. During 2014, the House Spirit Award was introduced, encouraging the students to embrace House spirit and cheering at all carnivals. The winning House who was given this award received a House BBQ.

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

INTUMBANE PARTNERSHIP

Our partnership with Intumbane has continued during 2014 with the sponsorship of the Values based program. Below is an insert from an email from Bongi:

“The first thing that we do is to establish the self-confidence by teaching them how valuable they are regardless of their circumstances. Teaching them the importance of values, how to choose the good ones and the role they play now and in the future. They are taught that they must take responsibility of what happens in their lives, if it is because of their choice. The second part is teaching about the importance of relationships and choosing good friends. There are also lessons that help the young person to make the right choice even when she/he is old and help to understand marriage the way God designed it.

The name of the person who is helping at Intumbane is Sizakele Mazibuko. The principal was so happy about the support we are giving to the school. She has started to teach through our approach which involves children more in their learning process. She is a committed Christian and is able to communicate with children well. The skill that we will try and help her with is the counselling skills because she will be working with abused children and families. Before she worked with us she has been with another youth organization here in Bergville”.

Staff were also given the option of workplace giving which was voluntary and tax deductible. In this way, staff could personally contribute to the work of Intumbane. In addition, staff had a soup lunch as part of the PD week in July. Donations of $5 were given to further contribute to the work in Africa.

In June, students were given the opportunity to donate a gold coin to Intumbane with ‘Slipper Day’. Children can elect to wear their favourite slippers in class and bring a coin to support our sister school.
Reporting Area 12

LANGUAGES

Languages has continued to grow during 2014 as we have continued to roll out our new plan (developed previously with a Government Languages Grant) for all students to participate in Languages education.

French and Spanish have been continued to be offered as private tuition, although family illness for Marcela Varas has resulted in a pause in the Spanish lessons. French and German are continuing in for 45 minutes weekly, as follows. French is taught by Mrs Amy Meallonnier to all Kindergarten. Year 1 students continued with French for Semester 1, and then commenced German (with Mrs Justine Holmes) for the first time in Semester 2.

Year 2 also commenced German for the first time, during Semester 1, and then continued French in Semester 2. This is planned to continue in 2015 with Years 3 and 4. Students have been excited and engaged in their language learning activities, and are drawing links between the two languages.

Mrs Meallonnier and Mrs Holmes have continued to participate in Professional Development days at the AIS. Mrs Holmes was also a presenter at one of these Professional Development days, as well as at the AIS/MLTA 2014 National Languages Conference. Her topic was sharing the approach St Peter’s has taken in developing our new effective, integrated languages program for the St. Peter’s context.

Late in 2014, Mrs Holmes was also asked to submit a proposal for a chapter about this for publication in a forthcoming book: Language Teachers’ Stories from their Professional Knowledge Landscapes (being collated by R Moloney, Macquarie University and L Harbon, Sydney University). She will be advised late 2015 whether her chapter is to be published.

CO-CURRICULAR ACTIVITIES

Students at St Peter’s have the opportunity to be involved in many co-curricular activities during the course of the year. Science Club, Knitting Club, Lego Mania Club, Art Clubs, Music groups, Crusader groups and Chess Club are just a few of the options available to children throughout the week. All teachers are involved in at least one co-curricular group to support children in their development and learning. Throughout the year students are able to present what they have been learning in fortnightly assemblies.
MUSIC and PERFORMANCE

Our classroom music program engaged students with creative learning and composing opportunities throughout the year and encouraged students to experiment with a variety of musical techniques, developing their appreciation for music from different time periods and cultures.

Our co-curricular programs continued to offer students of all ages a variety of musical genres. The standard of music from all of our extra-curricular groups made pleasing developments across the year, and the teaching and peripatetic staff involved in these groups demonstrated and instilled their passion and love for Music within our students. Vocal opportunities were catered for through our choirs; Year 2 Choir, Middle Primary Choir, Senior Primary Choir and Vocal Ensemble, where students learned to sing in parts, enunciate clearly and sing a cappella.

Our Stomp Program continued to gain popularity and demand led to the creation of a Years 5 and 6 girls group forming throughout the year. The Junior and Senior bands catered for 69 enthusiastic students, who learned a variety of music pieces including items from the movie Frozen, which became a popular choice amongst band and audience members alike. Under the direction of Mr Kowalik, the ‘Introduction to Strings’ program welcomed a further 18 students to learning the violin or cello within our school. Mrs Johnson continued to provide a variety of extracurricular programs, including a Recorder Ensemble and M&M’s (Middle Primary percussion group).

Throughout the course of the year, students were involved in the following performance activities:

- Lunchtime and evening vocal and instrumental concerts (for students receiving private music tuition to perform to their peers and families respectively), under the direction of our Visiting Music staff
- Evening strings concerts, under the direction of Mr Kowalik
- String Ensemble members continued to join with ex-students as part of the L’Estro Armonica String Orchestra, directed by Mr Kowalik
- Small ensemble groups and co-curricular groups presented at a variety of school assemblies
- Musical presentation for the members of the St Peter’s Church Ladies Guild and Campbelltown Baptist Church Friendship Club
- Holiday Band rehearsal day
- Senior Band performed at fortnightly Primary Assemblies, particularly leading the National Anthem, the band also performed for Grandparent’s Day
- Members of the Senior Band performed as part of the Fisher Ghost parade entry and performed as part of a ‘Meet the Instruments’ performance for Year 2 students, to engage and create interest within future band programs
- Senior ensembles performed at the Primary Presentation Evening
- Year Two Choir performed at the Junior Primary Presentation Evening
- Students in Prep - Year Four presented a 30 minute performance to families and friends as part of our end of year learning celebrations
PARENTS AND FRIENDS’ ASSOCIATION

I was delighted with the leadership of Andrew Richards as President throughout 2014 and along with his team of Executive much was done throughout 2014 to aide the financial support of the school along with an increased community building objective. This Committee worked well to ensure that the school was supported community was built and funds were raised.

Our Parents and Friends Association is simply unique. In many schools, there is a struggle to obtain necessary assistance for the events and objectives needed. At St Peter’s, our parents are always prepared to jump in and offer their assistance. Consider the food days, Orientation Mornings, Information Evenings, Grandparents Day, Afternoon Teas, Carnivals. Our P&F also provide our Year 6 students with an amazing farewell and send off in their Graduation.

The highlight of the P&F calendar is our annual Spring Fair and in 2014 this was no different. The Committee worked tirelessly to ensure that the day ran smoothly and much needed funds were raised on this day which will go toward improving communication with the installation of an electronic sign.

I would like to acknowledge the contribution and service of Cath Paterson and Kylie Budin who took on the coordination of this day and worked extremely well. We have gained enrolments from visitors attending this fair. We continue to hear rave reviews and the countless hours of work these ladies did, along with the many who coordinated stalls volunteered and donated items, are greatly appreciated.

PUBLIC SPEAKING AND DEBATING

During Term 1, all students in Year 4-6 were given the opportunity to write a 3 minute speech and perform this to their class as part of their units of work in English. A selected number of children were then chosen from their grade to join an enrichment workshop. As they meet weekly, the students researched and wrote another speech which was performed at a Public Speaking Evening where certificates, medals and trophies were presented. The winning speech was then presented at Whole School assembly.

In 2014, students in Year 5 and 6 were involved in learning about debating during class ‘Speaking and Listening’ lessons. Twenty one students from these grades were chosen, along with three Year 4 students to attend debating workshops each Wednesday morning during Term 3. These workshops allowed the students to develop their debating skills. Of these children, 10 were chosen to represent our school at the IPSHA Debating Gala Day held at Barker College in October. The Gala Day included teams from a number of schools across the Sydney region. Our debate topics were, ‘That Pets are Pests’, (negative) and ‘That we should buy Australian Made’ (affirmative). Our students provided excellent arguments and rebuttal and were victorious in both debates.
SCHOOL CAMPS

Our 'Outdoor Education Program' fosters a different style of learning as students and teachers spend a number of days together sharing food and fun, undertaking challenging activities and growing in their relationship with Jesus. There are a number of team building activities and physically demanding activities such as abseiling, canoeing, raft building and sailing. Camps are led by Crusader Union (Summit Educational Camps) and have a ‘challenge by choice’ policy which encourages students to attempt new tasks. The camps provide many opportunities for personal and spiritual reflection. Our camping program commences in Year 3 with Crusaders coming to St Peter’s for a day full of fun activities. The children sleep overnight at school with their teachers and extra staff. Year 4 enjoy 2 nights at Attunga on the Southern Highlands, whereas Years 5 and 6 enjoy camping for 3 nights. Year 5 travel to Lake Macquarie where they undertake a multitude of water related sport. Year 6 children spend their three nights at Galston Gorge and enjoy camping in tents one night.

SCIENCE

During 2014, staff began implementing the NSW Science K-10 Syllabus in primary classes, under the leadership of Mrs Richardson and Mrs Brown. In Term 4, the professional learning focus was on the new Science syllabus in preparation for the remainder of the implementation in 2015. With the departure of our specialist Science teacher Mrs Ward, staff embraced the opportunity to teach this important KLA within their own classroom practice from the commencement of 2015. As a result of the professional development undertaken by staff they were familiar with planning and programming for all Key Learning Areas.

SPORT

Our students love their school and representative sporting opportunities. IPSHA representation by many students at Swimming, Cross Country and Athletics are highly anticipated events. Students who achieve at this level are given the opportunity to compete at CIS. In 2014, two students represented the school at the Cross Country CIS level. Students also represented our school at the Snow sports meeting in Perisher during the July holidays.

The ‘Flexi kids’ Gym program ran throughout the year, giving all students an opportunity to develop their strength and locomotor skills.

Throughout the year the children also enjoyed opportunities to increase their skills level in a variety of sports. An AFL afterschool clinic took place in May. Children of all ages were able to attend this clinic for an hour each Wednesday afternoon. Another opportunity which was presented to the students was the participation in the Milo T20 Blast Cup held in July. Students from the Senior Cricket team, along with Mr McPherson competed against other local schools.

School sports was very successful each week with students learning and developing their skills in team sports such as Hockey, Newcombe Ball, Netball and Soccer. Children rotate around two games each week with their team member.

IPSSO sport teams also played well throughout the year. We congratulate our Junior and Senior AFL, Boy’s Soccer and mixed volleyball teams who made it to the finals. We especially
acknowledge the Junior Volleyball team who claimed the title of 2014 Premiers. Our dedicated staff and students should be congratulated on their efforts and pleasing team spirit.

**Tennis Competition Finals**

The St Peter’s Tennis Competition took place in third and fourth term with the following results:

- **Girls single champion:** Mackensie Van Heekeren
- **Boys single champion:** Aaron Masluk
- **Doubles champions:** Aaron Masluk and Kindra Doyle

**STAFF**

Our staff are simply amazing and we share much together in this community. We are thankful for the staff who have served and moved on during 2014.

Mrs Nadia McLeod and Mrs Rebekah Bailey have taken up new teaching positions in other schools.

Mrs Melissa Ferguson, Mrs Laura Ralston and Mrs Dianna Willis decided not to return to their positions following periods of maternity leave. We may see them still in the capacity of casual teaching or short term blocks.

Mrs Michele Benn was appointed as the Head of Junior School at Meriden Anglican School from the commencement of Term 4, 2015. Her support during 2014 in transitioning the new Head was greatly appreciated.

Mr Trevor Marriage retired from his position as Bandmaster in mid 2014.

Mr John and Mrs Yvonne Hoggan relinquished their positions in our OSHC Centre. A number of our part time cleaners retired or moved on throughout the year. Mrs Jan Tripodi resigned to focus on her health and later passed away due to ill health. Mrs Eva Schwarz, a part time nurse, relocated to Germany. Mrs Stephanie Ford retired from her role managing our Uniform Shop and Mr Jon Ponsonby completed his service to the school at the end of 2014.

We welcomed the following staff throughout 2014:-

- Mr Brendan Gorman – Head of School
- Mrs Natalie Chamberlain – EA to the Head of School
- Mrs Bethany Dunbier – Learning Support Teacher
- We welcomed back from leave Mrs Jamie Neilson (Kindergarten Teacher) and Mrs Jennifer Shipway (Part-Time Learning Support Teacher)
- Mrs Edwina Stonebridge was appointed in a casual capacity to assist with counselling
- Some temporary arrangements were in place for our Band Programme until Mrs Desiree Pollett commenced as a Music Specialist. She took over responsibility for our Bands in late 2014
- Mrs Patricia Hamilton was appointed to the role of OSHC Coordinator
- Mrs Alison Reeves replaced Eva as a part time nurse to job share with Jody Francesco - April 2014
- Mrs Lindsay Connell (nee Southem) was married on 1 November 2014
- Mr Seth Mayo and his wife welcomed a new son, Timothy on 8 April 2014
- Mrs Laura Pullen and her husband welcomed a new son, Koa on 9 May 2014
The following teachers were appointed to temporary teaching blocks within the school; Miss Katie Shepherd, Miss Claire Donnelly, Mrs Karen Ferderico. Both Katie and Karen moved onto the other roles at the end of 2014, whilst Claire remained completing another maternity leave position.

Our staff is rich, diverse and alive. The support they show for one another and the school community is simply brilliant.

**STUDENT LEADERSHIP AND PASTORAL CARE**

School leadership occurs in many forms at St Peter’s. In particular, our Year 6 students are given a variety of opportunities to develop their Leadership skills. All Year 6 children are encouraged to care for younger students, particularly their Friday Friends. In Term One, the students meet together where Yr 6 ca teach the Kindergarten children certain games and social skills. Year 6 students are also given leadership opportunities in Information Technology and school leadership.

In May, the Prefects went to the GRIP Conference at Wollongong University. GRIP is a values driven organisation. The cores listed below are the heartbeat of the content of what the children are taught:

- **Generosity:** Willingness to use what you have been given (time and resources) on behalf of those you seek to influence
- **Responsibility:** We all have a responsibility to develop what we have and help others to live well
- **Integrity:** A commitment to truth and honesty in dealings
- **People:** Every human being is of great significance, and has a purpose to fulfill

Students were then able to implement their understandings in the playground and their classrooms.

The Prefects were also given a variety of opportunities to serve the school as they led assemblies, assisted staff with bringing playground bags to the teachers, assisted at Prep and Kindergarten information sessions and leading visitors around the school.

The school environment plays an important part in the social and emotional wellbeing of children. At St Peter’s we endeavour to promote Health and Wellbeing, build resilience in children, assist students to develop positive self-esteem and to positively interact with students and teachers alike.

Pastoral Care is intricate in all aspects of St Peter’s. Pastoral Care is not only a day to day aspect of each classroom, but children are encouraged to help organisations such as Anglicare through the Toys and Tucker Christmas appeal and fund raising for our sister school in Intumbane.
OUR LINK WITH ST PETER’S CHURCH

Another unique aspect of our school is the privilege of being linked with St Peter’s Church (Campbelltown Anglican Churches). The benefit of having the Ministry Team working alongside us in the role of Chaplains is simply brilliant. The Ministry Team have contact on a weekly basis through our Chapel programme, links with parents and friends, various counselling opportunities and special events. I am extremely grateful for the tireless work of Mr Fortescue, Mr Twist, Miss Burns and Mr Schroder and all they contribute to our school, students and their families.

EVALUATING EXCELLENCE IN INDEPENDENT SCHOOLS (EEIS)

St Peter’s successfully applied for funding through the AIS for a further round of funding, now known as Embedding Excellence. This grant will be utilised throughout 2015 and 2016 for embedding quality teaching and learning into our classroom practice.

PROFESSIONAL LEARNING AND TEACHING STANDARDS, STAFF QUALIFICATIONS, ATTENDANCE AND RETENTION RATES

Professional learning remains 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 2014, 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 (as at 28 December 2014)

- Full time teaching: 27 FTE
- Part time teaching: 7.6 FTE
- Total teaching staff: 34.6 FTE

Staff Qualifications

All class teachers have teaching qualifications from higher education institutions within Australia. All teachers with Board of Studies (BOSTES) approved courses have teacher qualifications.

The school Executive and all classroom teachers have university degrees with education components. Approximately 18% of all full time and part time teaching staff have postgraduate diplomas and/or degrees. (Note: Figure represents actual employees as at the end of December 2014 rather than FTE figures).
WORKFORCE COMPOSITION

The teaching staff includes Class Teachers, Head, Deputy Head (Term 1 – 3), Director of Primary, Director of Junior Primary, Director of Junior Primary/Learning Enhancement, Director of Information Services, Learning Support (Literacy), Learning Support (Numeracy/Special Needs), Language Teachers (German and French - two part time), two Music teachers (part time), one Scripture Teacher (part time), one Science Teacher.

Three full time teachers/executive staff are males. Twenty four full time teachers/executives are females. One part time members of the teaching staff is male. Sixteen part time members of the teaching staff are females (as at 28 December 2014).

Support Staff Total FTE 13.98 (as at 28 December 2014)

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), Music (strings, concert band, guitar, piano and flute) and School Counsellor.

Staff Attendance and Retention Rates

The staff attendance rate for teachers at work or on approved leave has been 100%. Seven full time teachers, eight part time teachers, one full time support staff and fourteen part time support staff left during 2014. This excludes staff that commenced maternity leave in 2014.

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 2014, student attendance rates were as follows:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Overall</th>
</tr>
</thead>
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<tr>
<td>Kindergarten</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95%</td>
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<td>95%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

ENROLMENT POLICY & FORM

VERSION CONTROL/CHANGE HISTORY

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<th>Version</th>
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<td>2.0</td>
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<td>July 2014</td>
</tr>
<tr>
<td>3.0</td>
<td>Review of Policy</td>
<td>Executive/Staff</td>
<td>December 2014</td>
</tr>
</tbody>
</table>

Next to be reviewed: December 2016

“The School’s policies, which are made from time to time, are made pursuant to the registration requirements set out in section 47 of the NSW Education Act and the Board of Studies, Teaching and Educational Standards.”

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.
ENROLMENT POLICY

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

Sibling discount is a percentage discount on Tuition Fees for families with multiple students simultaneously enrolled at the Schools.

- First student in the household enrolled at the School is to be charged full Tuition Fees as per the current fee schedule for the current year of schooling attended.
- Second student in the household enrolled at the School is to receive a 10% discount off Tuition Fees.
- Third student in the household enrolled at the School is to receive a 50% discount off Tuition Fees.
- Fourth student in the household enrolled at either School is to receive a 75% discount off Tuition Fees.
- Fifth and subsequent student in the household enrolled at the School are to receive a 100% discount off Tuitions.

Note:

1. “Household” means the residence that student stays overnight at the majority of the year.
2. If an individual is responsible for paying Tuition Fees for students in multiple households they are not entitled to Sibling Discounts under the conditions outlined above, unless this responsibility is as a result of a court judgement i.e. Family Court Ruling.

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 accord 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 behaviour management strategies 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 Application 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 fees 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.

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

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

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

f. Families are encouraged to use the fortnightly direct debit payment option. Interest may be charged on overdue accounts. Parents should contact the Corporate Services Office in the first instance.

g. 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.

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

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

j. 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.

k. It is an expectation of the School that parents will attend School Services, Junior Primary or Primary Presentation Evenings and other important School functions.
PROCEDURES FOR ENROLMENT: The normal entry point of the School is Prep

Children entering Prep

Our Prep is a Kindergarten minus program. As such, students entering Prep should meet the criteria for entering Kindergarten, the following year.

Children entering Kindergarten

Children entering Kindergarten should have reached 5 years of age by 30 April in their admission.

(a) Application for Admission

The Application Form must include the following documents:

- Student’s Birth Certificate
- Latest Pre-School/School Report
- Visa documents, if applicable
- NAPLAN results for applications from Years 4 to 6
- Any applicable legal papers, court orders or parenting agreement
- Any additional educational, developmental or medical assessment reports which are relevant to your child’s educational needs (where applicable)
- Immunisation Certificate (where applicable)

(b) An Application fee will need to be paid upon submitting an Application for Admission. This fee is located on the St Peter’s Anglican Primary School website.

(c) Upon receipt of the above, and if these are deemed satisfactory, an acknowledgement of the Application Form and Application 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.

(d) Registrations are generally processed in order of receipt of the Application Fee. Please note enrolment is subject to the outcome of an enrolment interview process which would 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.

(e) 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.

(f) If a placement is offered, the School will forward a letter of offer. At this point, an Enrolment Form will need to be completed, including the following:-

- Passport size photo of the student
- Any additional educational, developmental or medical assessment reports which are relevant to your child’s educational needs (where applicable)
- Up to date Immunisation Certificate (where applicable)
- Entrance Questionnaire (supplied by the School)
Medical Information and Medical Release Forms (supplied by the School)

(g) A non-refundable Enrolment Fee will need to be paid upon accepting an offer for enrolment. This fee is located on the St Peter’s Anglican Primary School website.

School Term Fees

School fees for the current year are located on the St Peter’s Anglican Primary School website. The School reserves the right to amend the Conditions at any time.

5 Howe Street, Campbelltown NSW 2560
Phone: 4627 2990
Email: administration@stpeters.nsw.edu.au
Website: www.stpeters.nsw.edu.au

SCHOOL POLICIES – INCORPORATING STUDENT DISCIPLINE, REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

Student Welfare & Discipline

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 process 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 schools grievance officer.

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

<table>
<thead>
<tr>
<th>Policy</th>
<th>Changes in 2014</th>
<th>Access to full text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Welfare &amp; Discipline</td>
<td>This policy was completely rewritten in 2014</td>
<td>The school website</td>
</tr>
<tr>
<td>Anti Bullying</td>
<td>This policy was reviewed and rewritten in 2014</td>
<td>Through request of the Head of School, School intranet</td>
</tr>
<tr>
<td>Complaints &amp; Grievances resolution</td>
<td>Revision of Policy</td>
<td>Through request of the Head of School. School intranet</td>
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Reporting Area 10
### Changes to Policies in 2014

<table>
<thead>
<tr>
<th>Policy Name</th>
<th>Changes</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protection Policy</td>
<td>Revision of policy</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Information Technology, Computer, Telephone and Equipment code of Use</td>
<td>Revision of Policy</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Social Networking Policy</td>
<td>Review of Policy</td>
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<tr>
<td>Evacuation, Lock Down, Shelter in Place Procedure</td>
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<td>Staff Code of Conduct</td>
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<td>Student Welfare Policy</td>
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<td>Safe and Supportive Environment 2014</td>
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<td>Responsible Person Policy</td>
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<td>Return to Work Program</td>
<td>New – written in 2014</td>
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<td>Workplace Rehabilitation Statement</td>
<td>New – written in 2014</td>
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</tr>
<tr>
<td>Complaints and Grievance Handling Procedures Staff &amp; Parents</td>
<td>Revision of Policy</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Enrolment Policy and Form</td>
<td>Revision of Policy</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Prescribed Medication &amp; Other Medication Request</td>
<td>Review of Policy</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Privacy Policy</td>
<td>New – written in 2014</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Board of Studies Returns Policy</td>
<td>New – written in 2014</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Casual Teacher Engagement Protocol</td>
<td>New – written in 2014</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Communication with BOSTES Protocols</td>
<td>New – written in 2014</td>
<td>Staff shared drive</td>
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</tr>
<tr>
<td>Educational and Financial Reporting</td>
<td>New – written in 2014</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Facilities Policy</td>
<td>New – written in 2014</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Premises and Facilities</td>
<td>Revision of Policy</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Responsible Person (Requirements for Registration &amp; Accreditation)</td>
<td>New – written in 2014</td>
<td>Staff shared drive</td>
</tr>
<tr>
<td>Situational Analysis</td>
<td>New – written in 2014</td>
<td>Staff shared drive</td>
</tr>
</tbody>
</table>

**SCHOOL DETERMINED GOALS FOR 2014**

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities and Resources</td>
<td>Reduce the dependence on paper to promote sustainability</td>
<td>Staff are consciously reducing their reliance on printed documents</td>
</tr>
<tr>
<td></td>
<td>Promote the use of 1:1 or 1:2 technology</td>
<td>Budget amounts allocated to increase in 2015</td>
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<tr>
<td></td>
<td>Introduce modern collaborative furniture into the school</td>
<td>Year 3 and Year 5 have benefited from the introduction of such furniture</td>
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<tr>
<td></td>
<td>Update &amp; improve resources in Prep, OSHC and general classrooms</td>
<td>Ongoing. Much has been achieved in this area</td>
</tr>
<tr>
<td></td>
<td>Investigate Additional operations of the St Peter’s Shop</td>
<td>Music requirements are now handled through the St Peter’s Shop</td>
</tr>
<tr>
<td></td>
<td>Explore Administration and Learning Management Systems</td>
<td>A decision was made to expand the capacity of our current administration system</td>
</tr>
<tr>
<td></td>
<td>Explore additional use of the schools facilities in co-curricular</td>
<td>A number of new visiting teachers were approved in 2014</td>
</tr>
<tr>
<td>Staff Development</td>
<td>Review Teacher Accreditation processes and support structures</td>
<td>Teacher Accreditation now lies with the Deputy Head with mentoring and other assistance processed being developed</td>
</tr>
<tr>
<td></td>
<td>To consider staff training in Science for all teaching staff</td>
<td>All teaching staff were trained in the new Science curriculum during 2014</td>
</tr>
<tr>
<td>Support staff training in privacy, confidentiality, increased efficiency and professionalism</td>
<td>Appropriate professional development was conducted</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Action research for all grade levels in team determined areas</td>
<td>This occurred during Term 3, with a variety of projects being explored</td>
<td></td>
</tr>
<tr>
<td>To consider more regular grade meetings and collaborative planning time for teachers</td>
<td>In 2014, the timetable facilitated regular opportunities for grades to meet, plan and collaborate</td>
<td></td>
</tr>
</tbody>
</table>

### Teaching and Learning

<table>
<thead>
<tr>
<th>Review programs in accordance with legislative requirements</th>
<th>Programs continued to be reflected upon throughout the year for quality, differentiation and future planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>To expand the co-curricular offerings within the school</td>
<td>New visiting teachers were appointed in 2014. Plans for the introduction of specialist PE teacher were also developed</td>
</tr>
<tr>
<td>To promote learning in all spaces</td>
<td>Staff and students are encouraged to learn and utilise spaces throughout the school</td>
</tr>
<tr>
<td>To increase shared responsibility for learning outcomes</td>
<td>Craft sharing occurs regularly with regular analysis of results, outcomes and student achievements</td>
</tr>
<tr>
<td>To continue to reflect on assessment practices that inform teaching and learning</td>
<td>Assessment has remained a regular discussion and training item throughout 2014</td>
</tr>
<tr>
<td>Classroom teachers in Junior Primary to take responsibility for Christian Living (Scripture)</td>
<td>In 2014, the responsibility for Christian Living was handed to classroom teachers</td>
</tr>
<tr>
<td>To continue to link our professional development to APST (Australian Professional Standards for Teachers)</td>
<td>All regular staff meeting PD is linked to APST</td>
</tr>
<tr>
<td>To introduce a teaching and learning newsletter to replace grade newsletters, to promote T&amp;L to the wider school community.</td>
<td>This was introduced in 2014. The feedback has been generally positive as parents can see what is happening across the whole school</td>
</tr>
</tbody>
</table>

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Reporting Area 11
PARENT, TEACHER AND STUDENT SATISFACTION

The school has ongoing communication with parents through parent teacher interviews which are held regularly throughout the year. In addition to this, letters, phone calls, emails and an open door policy 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 will occur in the later part of 2015.

The school’s Parents and Friends Association provided a number of events and supports to the school which were well attended by parents.

When interviewing for a sibling enrolment, parents are asked about existing students and their satisfaction. Any concerns are followed up in a timely fashion.

Staff are frequently available upon pick up of students for quick conversations with parents.

Ongoing demand for places at the school is high due to the strong reputation we have in the community.

Whenever a child leaves the school, reasons are sought to ensure that any issues or conflicts are quickly addressed.

Student satisfaction is regularly measured through conversations with classroom teachers. The Directors of Junior Primary and Primary monitor any dissatisfaction.

Staff enjoy working at St Peter’s and as such there is high interest in any vacant positions.

Staff who left during 2014 left for varied reasons including promotion, relocation, retirement and new opportunities. Staff are always afforded the right to an exit interview if desired with a member of the Senior Leadership Team.
SUMMARY OF FINANCIAL INFORMATION

Recurrent/Capital Income

- Fees and Private Income: 47%
- Commonwealth recurrent grants: 41%
- State recurrent grants: 12%