

2024 ANNUAL REPORT

St Peter's Primary School, Coleambally



St Peter's Primary School 2024 Annual Report

About this Report

St Peter's Primary School Coleambally is registered by the NSW Education Standards Authority. Catholic Education Diocese, Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

St Peter's Primary School Coleambally's Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that St Peter's Primary School Coleambally has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to St Peter's Primary School newsletters and other forms of communication. Further information about St Peter's Primary School Coleambally may be obtained by contacting the school directly or by visiting the [school's website](#).

Section 1: Message from Key Groups in Our School Community

Message from the Principal

St. Peter's Primary School, continues to be the pride of the small rural town of Coleambally, NSW, Australia. The school's contemporary learning space is characterised by open learning areas, flexible furniture, the integration of Information and Communication Technology (ICT), and an abundance of educational resources. Our commitment to fundamental teaching practices and modern pedagogy allows us to cater to each child's unique learning needs within the classroom. St Peter's Primary School is committed to providing an exceptional educational experience for every child.

At St Peter's Primary School we offer interventions such as Minilit, EMU groups, Reading Recovery, Royal Far West Speech, Occupational Therapy and Psychology, and the Centre for Effective Reading to ensure every student has the opportunity to excel and to be well supported. We also have a Student Wellbeing Practitioner from Centacare visit our school fortnightly to work with our students.

In 2024, the school staff continued to make learning and teaching a focus. The teachers continued to analyse data to inform instruction across all classrooms, significantly impacting

St Peter's Primary School 2024 Annual Report

student learning outcomes. Continuing to transform student learning using the CEDWW TransFORMATIVE Learning statement was a focus as it enabled the staff to continue to support all students to reach their potential by fostering lifelong learners, and celebrating learners who are critical, creative and curious.

The staff reviewed and drafted a new Vision and Mission statement for the school, in readiness for consultation with the students, families and wider community. This will be completed during the 2025 school year.

St Peter's School also had achievements in the sporting arena, with students representing the school at Diocesan, MacKillop and state PSSA levels in swimming, athletics and various other sports. During the year, St Peter's ran their swimming and athletics carnival with many students achieving their personal best times.

Our teachers actively participated in ongoing professional development throughout the year and engaged in various professional learning conversations to set learning goals for themselves and explore new strategies to apply in the classroom. The collaboration between our Instructional Teacher - Mathematics (ITM) and Instructional Teacher - Literacy (ITL) has been instrumental in building teacher capacity in the areas of Mathematics and English.

Living our motto, 'The Way, Truth, Life,' our school continued to nurture the faith life of students and their families through prayer opportunities, liturgies, the Sacrament of Confirmation, and formal lessons, ultimately leading to a greater understanding of the mission of Jesus and the Catholic traditions. We extend our heartfelt gratitude to Father Cyprian for his spiritual guidance and involvement in our school community during the year.

Parent and community engagement throughout school events and fundraising activities was heartwarming. We had a raffle which ran for most of the year and was drawn at our end of year presentation night as well as other smaller fundraising events throughout the year. Our School Advisory Council continues to work to raise money for the school, and this contributed to some wonderful experiences for the students.

St. Peter's Primary School continues to offer a safe and supportive learning environment where all students thrive. We are privileged to be part of a school with devoted teachers and support staff who consistently go above and beyond for the students. The dedication, passion, and support they provide to our school community and students are truly remarkable.

This year has been my first year as the principal of St Peter's School. I had heard such amazing things about our school and students but it was not until I was actually here that I realised how very special this school is and that this is due to the students, staff and families of St Peter's. I count my blessings each and every day and I am so very grateful to have been given this wonderful opportunity. The students here are truly amazing and those people who are fortunate to spend time at our school have the opportunity to see that for themselves.

St Peter's Primary School 2024 Annual Report

All our students have grown and learned so much this year. They've tackled new challenges, made new friends, and discovered new passions. I've watched them grow in confidence, kindness, and creativity. They have made our school a better place with their laughter, their love of learning, their kindness to each other, their individual personalities and their enthusiasm. Thank you for a wonderful year.

Message from the Parent Body

Report from School Advisory Council Chair Bernard Star

As current chair of the St Peter's school council, it was an exciting year. Firstly, we welcomed Amanda Catena (Mandy) as principal, we farewelled the Muir & Boag family for 2024 and welcomed the Clark, Hardy, Heath, Sharma, Van Niekerk, Hopwood and the Chand family to St Peter's in 2025. We saw a new energetic priest Fr Cyprian start before exiting. The Griffith parish will now be tasked with keeping the Coleambally Parish going. It's been a real privilege to represent St Peter's as we are a small school who always get along and support each other, however due to illness I will be retiring in 2025 as I can no longer give the position the time it deserves. From the 5th of March meeting I will be resigning as chair and as a member of this advisory group.

Firstly, I'd like to thank my fellow school council members Rebecca Boag, Sam Steers, Ben James, Tom Groves, Ben Witham, Amanda Mannes and Chris Greenwood. Especially Bec, who completed her last year as the canteen coordinator, it was a great effort. I'd like to acknowledge the principal, Mandy, who worked tirelessly to better the school learning environment. Amanda Mannes should also receive a special mention for filling in for me, it was very much appreciated.

During my time the position has evolved from a very hands-on board type role to an advisory committee member role, for example parents no longer chipping in to mow and keep the grounds neat and tidy. There was always a rush to secure the winter months which meant less mowing! There was also no looking through budgets etc, however we still managed to keep our school up to date with new iPads and surface pro's. We also completed a new basketball/netball court and finished off a play gym. In coming years, we need to be better prepared for grants be they Bendigo Bank, TransGrid or solar farm as these small grants could ensure we keep up with technological advancements, reducing parental costs and could lead to better maintained grounds.

The watering of the grounds with bore water is something we need to be better prepared for and compliant with our licence. Our current entitlement is only 3 ML, and our projected usage is approximately 9 ML, leaving us with a shortfall of around 6 ML. This issue can be circumvented by temporary or permanent trade, and this could be a great grant proposition, or we look for support from our parent group or CICL to ensure no shortfall.

Congratulations to Gold House for winning the carnivals. St Peters was represented at the Deanery, Diocesan and MacKillop swimming carnivals. Our PP5 swimming relay team consisted of Haddie, Hayden, Dakota and Blake and competed at both the MacKillop and PSSA Carnivals. Haddie also competed in individual events. We thank the parents for all their

St Peter's Primary School 2024 Annual Report

organisation and time taking them to events. School Cross Country was held at the end of Term 1, with the Diocesan Cross Country with Hunter winning the Junior Boy Division. He travelled to Sydney as part of the Wagga Diocesan team and he was a credit to the school and his parents. School athletics was held at the Coleambally Oval in Term 2 with many athletes participating in the Deanery Carnival at the new track centre in Griffith. Again, Hunter was crowned Junior Boy Champion. Liam, Claire, Hunter and Blake were the successful members of the PP5 relay team and attended both the MacKillop and PSSA carnivals in Sydney. Claire Boag also did exceptionally well being selected in the team to play in the AFL schools championship.

It was great to see confirmation candidates at Mass on 17th November and meet Bishop Mark who also visited the school on Friday speaking to Year 5/6. I'm sure it was very educational!

Another highlight from the year was our production 'It's a Jungle Out There' in Term 3 with a big thanks to Mrs Pound for the assistance and choreography. It was a great success.

Thanks to everyone for their support and good luck to those that continue the great work of the school advisory committee.

Message from the Student Body

Presentation night speech from St Peter's School Captains Liam and Blake.

Good evening and welcome to the 2024 Presentation Night. Blake and I would like to share some highlights of the past 12 months.

Our school carnival was won by Gold House. We had swimmers represent the school at the Deanery, Diocesan and MacKillop Carnivals. Our PP5 relay team consisted of Haddie, Hayden, Dakota and myself and we competed at both the MacKillop and PSSA Carnivals. Haddie also competed in individual events. We thank our parents for all their organisation and taking us to events.

School Cross Country was held at the end of Term 1, with the Dio Cross Country held in early Term 2 with Hunter winning the Junior Boy Division. He travelled to Sydney as part of the Wagga Diocesan team and did very well.

School athletics was held at the Coleambally Oval in Term 2 with many athletes participating in the Deanery Carnival at the new track centre in Griffith. Again, Hunter was crowned Junior Boy Champion. Liam, Claire, Hunter and myself were the successful members of the PP5 relay team. We attended both the MacKillop and PSSA carnivals in Sydney.

For ANZAC Day this year the service was held in Darlington Point. We laid a wreath in remembrance of all those who died in war. We wore our special blazers for the occasion and I was asked to read one of the readings.

St Peter's Primary School 2024 Annual Report

For Remembrance Day the service was held in Coleambally and Blake and I, along with Mrs Catena were the school's representatives. We laid a wreath and Mrs Catena and I read a reading each.

We celebrated Mother's Day with a stall and for Father's Day we had breakfast and a handball and AFL competition. The Dads were very competitive.

At the start of the year we had our Beginning of Year Mass, where the leaders were presented with their badges. For Easter, we re-enacted the Stations of the Cross, with Lam playing the part of Pontius Pilate and I was Simon of Cyrene. We concluded the year with receiving the Sacrament of Confirmation, at our special Mass on 17th Nov. Bishop Mark visited our school on Friday and had a lovely time speaking to Year 5/6. Bishop Mark spoke to Mrs Catena about how impressed he was with our knowledge and manners.

At the start of the year 3/4/5/6 went to Borambola for 2 nights and 3 days. Some of the activities were kayaking, swimming, orienteering and the mud run. We celebrated the end of the year by going to Lake Talbot on Monday. It was a great day.

We liked learning about volcanoes in Science. We all created our own and brought them to school to show how an eruption happens. We also learnt a lot about Desert animals and plants in our unit called Desert Survivors.

We created our own models of a specific time period in our history. This was part of our English unit called Country Town. We spent all of Week 9 over in the Art room. In Geography we learnt about the continents and different landforms.

One of the highlights was receiving the Sacrament of Confirmation. We spent a lot of time researching and learning all about Confirmation in Term 3, including the gifts and fruits, Pentecost and saints.

Another highlight from the year was our production in Term 3. Most people were unrecognisable because of the face paint. The audience was impressed by the singing and acting from the whole cast. We worked hard throughout the term to learn our lines and master our actions and moves. Everyone enjoyed it.

The school conducted the Kindergarten Transition this term. We have 7 new Kinders for next year and loved getting to know them, even though we won't be here next year.

Claire, Liam and I spent a night and day at St Francis, Hayden and Dakota spent 3 days at Yanco and Vanessa spent some time at the Central School for transition to secondary school.

We have had a great year and we wish all the Year 5's a wonderful year in 2025 as our school leaders.

St Peter's Primary School 2024 Annual Report

Section 2: School Features/Context

St. Peter's Primary School is nestled in the town of Coleambally, one of three towns within the Murrumbidgee Shire in New South Wales, Australia. Coleambally, situated southwest of the Riverina is known for its strong agricultural ties. The town serves as a hub for the surrounding farming community, engaging in both cropping and livestock rearing. The primary economic drivers in Coleambally include the Murrumbidgee Shire Council, local medical services, and an aged care facility, which are essential pillars of the local community.

Education Pathways

The educational landscape in Coleambally involves two primary schools that feed into Coleambally Central School, St. Francis de Sales Regional College in Leeton, Yanco Agricultural High School in Yanco or Marian Catholic College in Griffith for students' secondary education. This collaborative approach ensures that students in the region have access to diverse educational opportunities as they progress through their schooling journey.

St. Peter's Primary School History

St. Peter's Primary School boasts a rich history, celebrating its 55th birthday in January 2025. Notably, the school holds the distinction of being the first school in the Diocese of Wagga Wagga to open with an entirely lay staff. It was under the guidance of the first parish priest, Fr. Peter O'Leary, that the school initially conducted Sunday masses in its upstairs classroom until the construction of the church in 1982.

Over the five decades of its existence, St. Peter's Primary School has seen fluctuations in student enrollments, ranging from the mid-thirties to the high nineties. The student body primarily hails from farming backgrounds within the Coleambally Irrigation Area. In 2024, the school hosted four classes for most of the school day, catering to a diverse range of students: Kindergarten, Years 1/2, Years 3/4, and Years 5/6. These classes were supported by a dedicated team of educators, including four classroom teachers, a Reading Recovery Teacher, an Inclusion and Diverse Learning Teacher, an Instructional Mathematics Teacher, Instructional Literacy Teacher, and two Teacher Assistants.

Religious and Parish Affiliation

In 2024, St. Peter's Primary School maintains strong ties to the St. Joseph's Parish of Jerilderie and the Darlington Point Parish. The St Peter's Primary School faith community is nurtured through the guidance and involvement of the parish priest, Fr Cyprian Onuorah (CJ), who conducts masses throughout the year and provides support to the children through the Sacramental Program. Bishop Mark Edwards visited the school and parish in November to facilitate Confirmation with students in Years 5 and 6. The school's connection to the Diocese of Wagga Wagga underscores its place within a broader educational network,

St Peter's Primary School 2024 Annual Report

with 24 primary schools and five secondary schools working together to provide quality education in the region.

Community Spirit and Engagement

Despite facing challenges such as droughts and fluctuating town population, the community in Coleambally remains vibrant and active. The town is known for supporting several sporting clubs and various recreational activities. This resilience and community engagement plays a crucial role in creating a nurturing and supportive environment for St. Peter's Primary School, where students can thrive and grow.

In conclusion, St. Peter's Primary School in Coleambally is not just a place of learning but a vibrant and integral part of the Coleambally community, where educational excellence, faith, and a strong sense of community come together to create a unique and enriching educational experience for all students.

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for August Census 2024:

Girls	Boys	LBOTE*	Indigenous	Total
17	27	0	4	44

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly.

See [CEDWW policy here](#)

St Peter's Primary School 2024 Annual Report

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	90%
Year 1	91%
Year 2	92%
Year 3	87%
Year 4	83%
Year 5	88%
Year 6	91%

The average student attendance rate for 2024 was 89%.

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

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

- Providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the School community.
- Maintaining accurate records of student attendance.
- Recognising and rewarding excellent and improved student attendance.
- Implementing programs and practices to address attendance issues when they arise.

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

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Executive Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese of Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

St Peter's Primary School 2024 Annual Report

Section 4: Staffing Profile

There are a total of 8 teachers and 4 support staff at St Peter's primary School. This includes 5 full-time and 3 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	0
Proficient	8

Percentage of staff who are Indigenous	0
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese, Wagga Wagga.

In 2024, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

Evangelisation and Religious Education

- Updating the St Peter's Primary School Vision and Mission statement
- Developing a history of the school statement
- Aligning the school motto, 'The Way, Truth & Life' with the school song 'You Are My Rock' by Andrew Chinn
- Implementing the CEDWW Educational Charter into the school
- Continuing to embed the Pedagogy of Wonder and Awe (PoWA) throughout the school

Learning and Teaching

- Continuing to TransFORM student learning by implementing the new Primary 3-6 NSW Curriculum - English and Mathematics
- Prioritising early Reading, Spelling, Grammar and Punctuation skills throughout the school
- Working with staff to increase knowledge and skills in the area of Literacy, especially in the area of writing and grammar

St Peter's Primary School 2024 Annual Report

- Building teacher capacity in the areas of English and Mathematics and continuing to embed a shared responsibility for student achievement through effectively analysing data to improve teacher and student learning
- Continuing to implement the Wellbeing for Learning Framework to inform and improve student wellbeing
- Continuing to develop best practices in TransFORMATIVE learning through learning walks and learning conversations and professional development
- Monitoring and analysing Mathematics and English data to inform Tier 2 and 3 interventions to increase student achievement

Community Engagement

- Building partnerships between St Peter's Primary School, families and the parish community

Staff participated in professional learning focused on priority areas of the School's Annual Improvement Plan (AIP). This complemented Learning and Teaching within the school, focusing on up to date educational research from leading academics. Professional learning and development included:

- Child Protection
- Duty of Care
- Targeted Reading Project
- First Aid and CPR
- Pedagogy of Wonder and Awe Professional Development
- Student wellbeing
- TransFORMative Learning
- Student case management meetings
- Learning Data analysis for English and Mathematics
- School wide focus on Spelling
- School Wide Writing Marking Tool
- The Maths Assessment Interview
- English and Mathematics new syllabus training
- Inclusion and Diverse Learning staff meetings and training
- NCCD moderation and Personalised Planning training
- Governance professional development
- Maths intervention strategies
- Disability Standards- eLearning
- Staff Spirituality

St Peter's Primary School 2024 Annual Report

Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. St Peter's Primary School follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story*.

Catholic Heritage

Despite the priest's best efforts at opening the school to attract a religious order, St Peter's opened in 1970 with an all lay staff. St Peter's Primary School is a community of faith built on the rock of Gospel values, empowering the individual to contribute positively to an ever changing world. The school is named after St Peter, one of Jesus' disciples and the first Pope. The school song, 'I Am Your Rock', is a conversation between Jesus and Peter written by singer/ songwriter Andrew Chinn for the school. The school motto, 'Way, Truth and Life' is instilled within the school community.

Liturgical Life of the School

The school enjoys a rich liturgical life as part of the Darlington Point Parish. Regular school Masses and liturgies are held during the year where students and their families are involved. Throughout the year, students and families are encouraged to attend a combined school and St Peter's Parish Mass on a Sunday. Special feast days were celebrated with Masses and liturgies throughout the year with students in attendance. The feast day of St Peter was an extra special celebration as our school is named after him. Students from Years 3–6 were offered opportunities to receive the sacrament of penance during the year. The Stage 3 students received the Sacrament of Confirmation this year with Bishop Mark Edwards officiating.

Staff and Student Faith Formation

Staff and student faith formation is based on the premise that each individual needs to know God (personal relationship) and know about God (knowledge).

Attention is paid to the delivery of a strong and engaging Religious Education Program that is carefully prepared and presented. School-based sacramental programs prepare and inspire students to begin a life-long journey of faith and worship. This is complemented by the spiritual opportunities experienced in the many liturgical experiences offered each week. St Peter's continued to implement the Religious Education Pedagogy of Wonder and Awe (PoWA) with the support of CEDWW this year.

Each school year, all staff are included in a staff Spirituality/Formation day. This year the staff joined with the schools in the South West Deanery for the Spirituality/Formation day. The Principal and staff attended retreat days provided by the diocese. Staff were encouraged to attend reflection days provided by CEDWW.

St Peter's Primary School 2024 Annual Report

Social Justice

Caritas and Project Compassion are vital parts of the school year at St Peter's Primary School. The children spend this time learning about people throughout the world who are less fortunate than themselves. Fundraising is an essential aspect of Project Compassion and Caritas with the students raising money for both worthwhile causes. The students at St Peter's are heavily involved in the local community and help out with different fundraisers throughout the year to help others in need. All students in the school visited Cypress View Lodge to sing and to make connections with the residents.

Professional Learning in Catholic Life and Mission

Catholic Education Diocese of Wagga Wagga established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education, which is implemented by all systemic schools in the Diocese.

During the year, two staff members participated in additional post graduate studies in Religious Education through Campion College. All teaching staff of Religious Education participated in additional hours of accredited professional learning over the year to maintain their accreditation levels within the Catholic Diocese of Wagga Wagga.

A Staff Meeting each term was allocated to Religious Education. This is led by the parish priest, REC or a guest. Staff participated in a twilight session facilitated by the Evangelisation and Religion Education Team from CEDWW about reviewing the St Peter's Primary School Vision and Mission statement.

Section 6: Curriculum

The school provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLA's) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

At St Peter's Primary School, we offer students special focus areas and interventions within the curriculum; these include:

Instructional Leader in Literacy - 2024 focus on whole school Spelling

The role of the Instructional Teacher is to work with classroom teachers to build capacity in instructional practice, model and implement effective teaching approaches and advance student understanding and achievement in English and Literacy. Central to this approach is the belief that every student can and will learn. This role places student learning at the centre and promotes a culture explicitly focused on learning and achievement. This role supports schools in successfully implementing key literacy practices and pedagogies to improve student achievement and attainment in English and Literacy.

St Peter's Primary School 2024 Annual Report

Instructional Leader in Mathematics

Teachers are supported to build their capacity in delivering effective and engaging maths Instruction through:

- Guidance with planning and preparing mathematics programs that reflect key mathematical concepts
- Using assessment to differentiate and target mathematical learning for all students
- Delivering mathematics programs in a sequence that builds upon previous learning to deepen students' mathematical understanding and application
- Providing students with various opportunities to engage in challenging and creative Maths lessons
- Targeted groups and Extending Mathematical Understanding (EMU) groups for students in the middle years

Royal Far West - Speech, Occupational Therapy and Psychology

Royal Far West specialises in supporting children's developmental, mental and behavioural health so they can reach their full potential. They provide multidisciplinary health, education and disability services for country children aged up to 12 at the Centre for Country Kids in Manly via telecare and community outreach. They work to address service gaps and support the most vulnerable families and communities. Culturally sensitive and community-focused, they are nimble and adaptive and go where the gaps are to ensure no country child is beyond reach. Royal Far West's multidisciplinary team consists of 90+ paediatric clinicians, including psychiatrists, paediatricians, psychologists, speech pathologists, occupational therapists and other allied health professionals.

Reading Recovery - Focus on Year 1

Students are selected for Reading Recovery based on individual assessment and teacher judgement measures. Their classroom literacy program is then supplemented with daily one-to-one lessons of 30 minutes. The series of lessons runs for 12–20 weeks with a specially trained teacher. The lessons consist of a variety of experiences designed to help children develop effective reading and writing strategies. Reading Recovery continues until the child can read within or above the class average and has demonstrated the use of independent reading and writing strategies. The student's lesson series is then 'discontinued', allowing another student to be selected.

Inclusion and Diverse Learning Teacher - The school's Inclusion and Diverse Learning Teacher assists the school community in supporting students with diverse learning needs, collaborating with allied health professionals and working collaboratively with parents to ensure their child's needs are being met.

Aboriginal Support Community Worker

The school Aboriginal Community Worker assists with integrating Aboriginal education into the teaching and learning and supporting Aboriginal students and their families. They work closely with the Aboriginal school community, which may involve visiting households as a wellbeing check, assisting with understanding school procedures and being a contact person for the family if needed.

St Peter's Primary School 2024 Annual Report

MiniLit and MacLit

MiniLit and MacLitis are evidence-based, explicit and effective early literacy intervention programs for teaching reading skills to children who are in the bottom 25% of the expected range for their age group. MiniLit is a Tier 2 small group program (up to four students per group) within a Response to Intervention framework. MiniLit is an integrated and balanced program of 80 carefully structured lessons divided into two levels of 40 lessons each.

Centre For Effective Reading (CER)

The NSW Centre for Effective Reading provides a model in which students who demonstrate low progress following evidence-based classroom teaching will receive additional support through a targeted daily intervention program.

Assessment information is used to determine the level of support a student requires. A three tiered system of support is available for students and teachers. Examples of other support offered to the students included:

- Small group reading program targeted at individual students
- Weekly RFW therapies
- Indigenous Culture Day (NAIDOC DAY)
- Small group Extending Mathematical Understanding (EMU) program
- Catholic Schools Week
- Sporting Schools Program for swimming lessons
- Wellbeing Week each term
- Centacare Wellbeing Practitioner
- Reading Recovery

Section 7: Student Performance in State-Wide Tests and Examinations

NAPLAN 2024 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2024, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	6	430.6	410.1
Reading	6	370.4	410.5

St Peter's Primary School 2024 Annual Report

Writing	6	422.6	426.7
G&P	6	379.3	418.8
Spelling	6	367.7	411.8
Year 5			
Numeracy	5	456.5	496.7
Reading	5	476.1	496.4
Writing	5	504.8	493.2
G&P	5	463.4	506.5
Spelling	5	442.1	495.6

Section 8: Pastoral Care and Well Being

Information here about your school's procedures and programs

Catholic Education Diocese of Wagga Wagga (CEDWW) has established a Pastoral Care and Well Being Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#)

St. Peter's Primary School in Coleambally believes that every member of the school community has the right to a safe and secure environment and in turn, the responsibility to create and maintain a safe and secure environment for others. To achieve this, the staff and students maintain a Rights and Responsibilities protocol in the areas of personal, educational and environmental. It is the responsibility of all community members to actively work towards achieving an environment where all are cared for and respected. It is crucial that all participants involve themselves in this process with commitment and confidentiality to ensure the safety of all. It is important for all to reflect on the school's 'Vision and Mission' as these are the overarching goals for the school and the students.

St Peter's Primary School:

- staff work collaboratively to support students and their families
- staff work collaboratively with Centacare and the School Wellbeing Practitioner (SWP) to address and/ or source resources to meet the needs of students and their families

St Peter's Primary School 2024 Annual Report

- each term (Week 7) the staff and students focus on wellbeing. Staff have a staff breakfast and no staff meeting during Wellbeing Week. The students participate in activities to promote wellbeing throughout the week
- implements the Australian Student Wellbeing Framework. It is the platform upon which CEDWW and St Peter's procedures are based to promote safety and wellbeing
- hold wellbeing meetings fortnightly to evaluate student wellbeing and set goals for the students as a whole school, classes and individuals. In between these, wellbeing is on a weekly staff meeting agenda to address anything that arises throughout the term
- Centacare Wellbeing Practitioner (SWP) is available to students on Wednesdays every fortnight. Referrals are made from the wellbeing meeting
- Our IDLT and principal collaborate with allied health professionals and work collaboratively with parents to ensure their child's needs are being met.

Discipline Policy

Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

St Peter's Primary School believes that every child maintains the right to learn and play in a safe and happy school environment. The school adopts a school wide Behaviour Management Program based on Positive Behaviours for Learning (PBL). A key to this program is the five baseline expectations, which should be seen each and every day. These five expectations are in place at St Peter's Primary School for all members of the community in order to promote positive behaviour and include:

- Speak and Act With Kindness
- Helping Hands, Not Hurting Hands
- Right Time, Right Place, Right Task
- Staying Safe, Playing Safe
- Be Respectful

St. Peter's Primary School believe that every member of the school community:

- Has the right to a safe and secure environment
- Has the responsibility to create and maintain a safe and secure environment

The positive Behaviour for Learning Policy at St. Peter's Primary School aims to provide a safe, caring and supportive learning and teaching environment. The policy helps students to demonstrate responsible behaviour and a sense of self-worth, respect and consideration for the feelings, rights and property of others. It aims to maximise opportunities for learning and Teaching.

St Peter's Primary School 2024 Annual Report

St. Peter's School aims to promote each student's religious, academic, physical and personal development. Behaviour management plays an important part in the shaping of a child, and successful behaviour management needs to be supported by the school, parents and children.

We believe that positive behaviour can be developed and supported through:

- The provision of a relevant and age appropriate curriculum
- The provision of opportunities to negotiate learning tasks
- Encouraging students to make positive choices about how to satisfy their needs
- High expectations for students and their learning
- Empathy for students' out-of-school lives
- Acknowledgement, reinforcement and feedback for appropriate behaviour
- Norm-setting, and
- The provision of time out for students so that teachers can get on with teaching

Corporal Punishment will not be used at St Peter's Primary School, Coleambally and is not condoned by the school in or out of school hours. St Peter's does not explicitly or implicitly sanction the use of corporal punishment by non-school persons, including parents, to enforce discipline at school.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Anti Bullying Policy

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Students and staff of St Peter's Primary School maintain the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Bullying is taken seriously and is not acceptable in any form. There are structures set up within the school to reduce and prevent bullying and teasing and to equip children with appropriate social skills to counter bullying. Instances where bullying and teasing do occur are dealt with in a way that provides support for both the victim and the bully, providing a framework to reduce and prevent further bullying.

Teachers, students, parents, caregivers and members of the wider school community are responsible for working together to address bullying.

Any inappropriate behaviour that prevents or limits teaching and learning in school and interferes with the wellbeing of students is not accepted. St Peter's follows the CEDWW Anti Bullying Policy.

St Peter's Primary School 2024 Annual Report

Initiatives Promoting Respect and Responsibility

Respectful Behaviour and Responsibility are promoted on a daily basis. Posters are displayed throughout the school, developed by students and staff and are referred to in general conversations and lived by all community members.

Strong community involvement is encouraged through a variety of activities:

- ANZAC Day and Remembrance Day
- Participation in local Coleambally events
- Visits to the retirement village - Cypress View
- Participation in parish events throughout the year
- Inviting the community to school for productions
- Engaging in activities with the preschool
- Artwork displays and school performances
- Australia Day choir

The Transition to School Program ran again this year with the 'Play to Learn program starting in Term 3. The principal and the kindergarten teachers visited the preschool regularly and interacted with the children. The transition program is designed to support children's transition to school in a fun, supportive environment. It follows the preschool learning Early Years Learning Framework (EYLF). During this program, the students in Year 6 also become buddies with the preschool students and involve them in activities and games throughout the day. The Coleambally Preschool visits the school on a regular basis to engage in activities and games with the children. This is a fantastic way to interact with the community and assists preschool children with their transition to school.

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy [HERE](#) & Procedures [HERE](#).

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese, Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

St Peter's Primary School 2024 Annual Report

Principals, in consultation with the relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese, Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these documents in 2024.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school office.

See CEDWW Policy [HERE](#)

Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese, Wagga Wagga Annual Improvement Plan.

[SPC 2024 Annual Improvement Plan](#)

Evangelisation and Religious Education and achievements for 2024

- Updated the St Peter's Primary School Vision and Mission statement with the support of the Evangelisation and RE Team at CEDWW
- Developed a history of the school statement for the 55 year anniversary
- Implemented the CEDWW Educational Charter into the school and focusing on the Faith Pillar during staff meetings and twilight sessions
- Staff Spirituality day- staff faith formation with the schools in the South West Deanery

Learning and Teaching and achievements for 2024

- Improved learning outcomes – measured through NAPLAN, PAT testing, formal and informal data collection.
- Embedded the Wellbeing Framework across the school - especially in the school focus area of Trauma

St Peter's Primary School 2024 Annual Report

- Improved writing skills across the school and teacher enthusiasm about teaching Writing with a particular focus on Spelling
- Embedded in English and Mathematics Tier 2 and Tier 3 target groups and interventions
- Teachers are more knowledgeable about using the new English and Mathematics Syllabus with continued professional development
- Prioritising early Reading, Spelling, Grammar and Punctuation skills throughout the school
- Teachers work toward their own goals and evidence of impact through MyPaD
- Continued to implement the Wellbeing for Learning Framework to inform and improve student wellbeing
- Continued to develop best practices in TransFORMATIVE learning through learning walks and learning conversations and professional development
- Monitored and analysed Mathematics and English data to inform Tier 2 and 3 interventions to increase student achievement

Community Engagement and achievements for 2024

- Increased community engagement with the school from local agencies, members of the parish and community groups through the building of partnerships
- Positive Behaviour awards presented to students to acknowledge positive behaviour
- Staff meeting each term to address student needs with input from the IDLT and assist teachers to update Personalised Plans

Priority Key Improvements for 2025

[2025 SPC Annual Improvement Plan](#)

St Peter's Primary School 2024 Annual Report

Section 10: Parent, Student and Teacher Satisfaction Parent Participation

Parents are the primary educators of their children and are always welcome at St Peter's Primary School. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school used a variety of processes to gain information about the level of satisfaction from parents, students and teachers.

At St Peter's Primary School, we have a School Advisory Council, which acts as an advisory body to the principal. There are currently 8 members on this team who meet termly with the principal. From this group, sub committees (eg: fundraising) are formed on a needs basis. Members of these sub committees are also made up of volunteers from the parent body.

Parent Satisfaction

Some quotes from our parents.

'Thank you for everything that you all do for our school, it is appreciated.'

'It's been a real privilege to represent St Peter's as we are a small school who always get along and support each other.'

'I am so thankful for St Peter's. This has been a fantastic school for my kids.'

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
44%	54%	2%

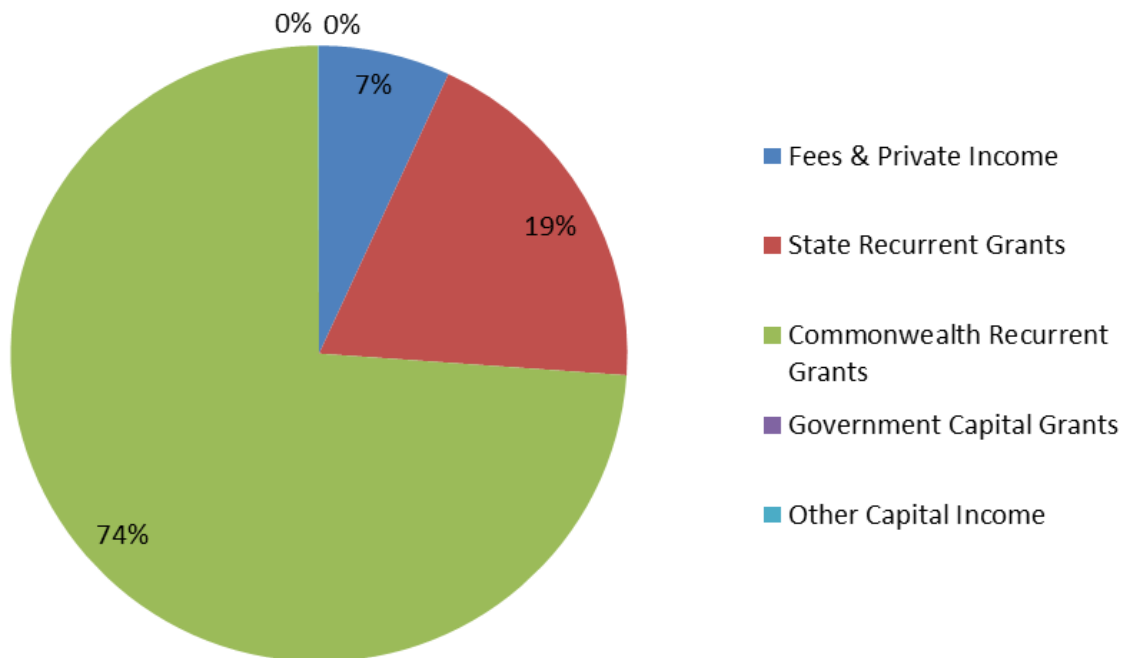
Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
100%	-	-

St Peter's Primary School 2024 Annual Report

Financial Report

School Income



School Expenses

