1 The School

1.1 The School
Our School motto “To Live in Love and Truth” is reflected and lived out in the overall development of our school. As noted in our School Handbook we are “committed to the development of the whole person, since in Christ, the perfect man, all human values find their fulfilment and unity.” This then is exemplified in the school’s Vision and Mission Statement where we express our belief that we are a faith community within the Sacred Heart Parish and through our Mission leading all to develop a Community of Faith, Care, Learning and Service.

1.2 Religious Education
This has been a very exciting year in the school in terms of the Religious Education Guidelines, Sharing Our Story. The staff has found this to be a very user friendly document, with activities that promote learning about faith in a rewarding manner for both students and teachers.

The sacrament of Reconciliation was celebrated by Year 2 in November. Confirmation with Bishop Hanna was in August and First Communion by Year 3 in May. We have a very close relationship with the Parish in general terms and more specifically with the Sacraments with the children from the Parish and School celebrating the Sacraments together.

This year we also had a special celebration for the children from Sacred Heart, North Albury and St. Patrick’s, Albury when they came together for a Mass at the Sacred Heart Church. The Mass was celebrated by Bishop Hanna, on the Friday prior to Confirmation. The Bishop then spent a reflective hour discussing with the children their faith journey.

The school was involved in a number of Mass celebrations during the year. Some of the highlights in this year’s celebrations were the beginning of the school year Mass, where we welcomed all new comers to our school and presented our School Leaders with their badges, Ash Wednesday, First Communion and Confirmation, Feasts of St. Anne and St. Joachim, when we celebrate with the grandparents in the Parish and school. We also had a very special Mercy Day Mass, where we were very fortunate to be joined by 10 of the local Mercy Sisters; this made the day have greater meaning for the children.

Towards the end of the year we also held two significant masses. The first was a Mass to celebrate the start of Advent and included during this was our gift giving collection for the St. Vincent de Paul Christmas Appeal. The second was our Graduation Mass, where we gave thanks for the year we had and said farewell to those who were leaving us. It is at this mass that the School Captains passed onto next years’ Captains, the responsibility of leadership.

One significant change we have made to school masses, is the Mass is now displayed using a PowerPoint presentation. This is to encourage everyone to participate in the responses and singing.

The staff had an outstanding and enjoyable day at the Professional Development Day in October. The Spirituality Day was lead by Father John McGrath from Berrigan on the topic ‘The Year of the Eucharist’.

As part of our commitment to the missions and supporting charities we held a number of fund raising events during the year including busking day, hot dog days and sausage sizzles. These are important days to the school community as it is a practical demonstration of our commitment to help others through service.
1.3 The Arts

Musical Activities
Each week students have a 45 minute music lesson where they learn about the elements of music through singing, playing, moving, creating and listening activities. A variety of music styles exposes students to the familiar and not so familiar types of music so they can make informed choices about music they like. The performance skills they learn in lessons are used to enhance involvement in the presentation of assembly items and preparation for singing at Masses and Special Occasions. A showcase of students skills was given at the end of the year in the Liturgical presentation of ‘Christmas Star’.

Judy Foley
Music Teacher

1.4 Sport
2005 has been another successful year for St. Anne’s in sport. Term One saw a successful series of swimming carnivals with a squad of 33 representing St. Anne’s at the Albury Deanery Carnival, and seven students progressing on to the Diocesan Carnival from this. We also held our Athletics Carnival which, for the first time, comprised two parts—Primary at the Athletics Track, Infants at Sarvaas Park. This arrangement had advantages and disadvantages and will be reviewed in 2006. Over 50 students represented St. Anne’s at the Albury Deanery Carnival, with seven students progressing to the MacKillop Carnival in Wollongong and our Senior Girls Relay team going on to the NSW State PSSA Carnival in Sydney.

In team sport representations we had the following representation at MacKillop trials: two boys Aust. Rules football; 2 boys in cricket; one girl in Netball; one girl in basketball; and 2 girls and one boy in hockey. Another successful PSSA season was completed with 2 footy, 2 soccer and 3 netball teams representing St. Anne’s each Friday during Terms 2 and 3.

We were visited by development officers from a number of sports who conducted skills sessions with several classes.

The sports featured were Cricket, Rugby Union, Rugby League, League tag and a Super 8 Cricket Gala Day. In October the NSW Catholic Basketball Carnival was held in Albury with St. Anne’s entering 4 teams who all acquitted themselves admirably on the court.

Roy Thompson
Sports Co-ordinator

1.5 General and Specific School Initiatives
Throughout the year our Student Council has been operational in promoting various events within the school. Members have represented the school at ANZAC Day and Remembrance Day Ceremonies; promoted the school at our Kinder Orientation and were on hand to welcome and usher new families around the school.

In the latter part of the year Kinder Orientation was held and this provided an opportunity both for the parents and children to become familiar with the school surroundings.

Peer Support
During 2005 our Peer Support Program was run towards the end of Term 3 and continued six weeks into Term 4.

This year I made a change to the program by “training” both Year 5 and Year 6 children to be leaders. In the past it has only been Year 6 that have been trained. I decided to do this for a few reasons:

1. It would mean more leaders, which would mean smaller number of children in each group, therefore easier for the leaders to handle the group.
2. Last year the Year 5 children seemed to be the cause of disruptions in the groups as they felt they were “too old” to listen to instructions from a Year 6 person/friends.
3. We work in stages at St. Anne’s School and Stage 3 comprises of Year 5 and 6.
4. I put a Year 5 child with a Year 6 child so that the Year 5 child could “learn the ropes” from someone a bit older. In 2006 the Year 5 students will now become the mentor leaders for the “new” Year 5 leaders.
Many staff members have commented on how smoothly the program has run in their classroom this year, because of smaller groups and the elimination of the “disruptive” Year 5 children. Teachers have also commented on the leaders and their leadership skills that they have demonstrated. It is reported that they are confident, fair and well organized.

During our de-briefing sessions with the Year 5/6 students after Peer Support lessons, the students have had minimal, if any, problems with their groups. 95% of the Year 5/6 responses are positive reflections about their group.

Overall I feel the school, students and teachers have benefited from the changes made to the program and we will endeavour to make this a permanent change in our Peer Support structure. Students and leaders seem to really enjoy the Program and it builds school harmony, friendships and school spirit amongst the students at St. Annes.

Caroline McCowan
Peer Support Facilitator

1.6 School Policies

Within our Administration Documentation Folder we have contained policies which are available at the school. These include: enrolment policy, discipline policy, complaints and grievances resolution policy, student welfare policy. These non-curriculum policies are reviewed often and necessary changes made.

The Diocese of Wagga Wagga has established policies which are implemented by all schools in the Diocese. The full text of these policies can be found at:

http://cso.wagga.catholic.edu.au/policies.htm

The implementation of these policies is supported by the Catholic Schools Office.

2 Information on Key School Programs

2.1 Educational and Management Practice Evaluation – School Culture

At various times throughout the year we looked at areas needing attention. Before the end of each term an evaluation sheet was completed indicating the positive aspects of our educational and management practice. As a preparation for our development of our School Renewal Framework a more detailed evaluation was sought from all staff members. This resulted in information being gathered on all components of our School Renewal Framework and procedures put in place for our future development.

2.2 Curriculum Focus

St. Anne’s Mathematics and Creative Arts policies were reviewed by a panel from Wagga Wagga Catholic Education Office in Term 3. These policies were received positively and suggestions given by the panel have been included in the documentation.

2.3 Programs to Support Learning

2005 will be remembered as a watershed year in terms of computing in the school. We had three major developments which will allow us to continue the development in computing that the hard work of our Friday Night Bingo continues to fund.

The school’s lease on a number of computers was due to be rolled over and with the assistance of Michael Vineburg and the ICT Team at the Catholic Schools Office in Wagga we were able to secure a deal to replace every computer in the school.

This is a very significant development for the school as it means for the first time that we now have the same computers in every classroom. This means that students, as they move through the school have continuity of machines, programs and systems. It is also very helpful when we are installing new software or upgrades that we can push it to all the machines and know that they will work. To give you some idea how much of an improvement, we previously had some 54 machines made up of 6 different brands, with 19 different models, running 3 different operating systems.
We were also able to assist a number of families in the school and four schools in the Diocese who were able to make use of old machines.

The second major achievement, with the assistance of Anne Anderson from the Catholic Schools Office and Gemma Burke from St. Anne's has been the development, testing and installation of the school’s web site. This web site which will be used as a model for other schools in the Diocese, allows us to market and promote the school community of St. Anne’s.

It is expected that from the start of the 2006 school year this will be fully operational and that all interested parties will be able to log onto the webpage to read and download material including the weekly newsletter. This year we also undertook a review of the role of Information, Communication and Technology in the school and found that because of the increasing work load it was not possible to combine the maintenance of the computers, servers and network and also provide adequate professional development for the staff and students with respect to software and programs. We decided to split the role in two with Rob Unsworth taking responsibility for hardware and Gemma Burke taking on software and programming. This has proven to be very beneficial for all.

**School Website**

The Catholic Schools Office, Wagga Wagga, in conjunction with Riverina Institute of TAFE—Albury Campus are currently conducting a project that will assist staff in schools to publish content to their public websites. This facility will enable staff in schools to publish information to their school websites.

Our school is the project trial school. Gemma Burke has been working closely with Anne Anderson (CSO Staff member and web developer) in designing, trialling and publishing for our school website. It was important that the atmosphere and uniqueness of the school be reflected in the web design and content.

In mid November the site became publicly available.

Our site is targeted towards current students and their families, prospective families and the wider community. We hope that users will find the site useful and interesting.

We look forward to 2006 in further developing this site, increasing its function within the school community and training staff members in publishing.

We are most grateful to Anne Anderson, Wagga Wagga Catholic Schools Office and Albury TAFE for giving us the opportunity to be part of this project.

**Reading Recovery**

A school program offering intensive, individualized help to the children in Year 1, who are most in need of the extra support in reading and writing, has again been successful this year.

The students are very fortunate to have had new books purchased and a supportive school environment to work in.

This program has been a part of St. Anne’s School since 1987. Eight children went through the program this year. The children in Reading Recovery are discontinued at the end of 20 weeks or as soon as they reach the classroom average for reading and writing.

The children who have moved through the program have all grown in confidence as their understanding and use of the reading and writing processes increased.

**Health & Fitness Program**

The No Dig Garden

We received funding through the Healthy School Communities program, a Federal Government initiative designed as part of the strategy to address the current epidemic of childhood obesity.

The Health Committee suggested a no dig garden be started in the school to educate both the students and their families on the value of healthy eating. The vegetable garden was created by the students in Stage 2. We planted herbs and vegetables that we knew would mature before the end of the term so the children could see the results of their efforts. The garden has generated great interest across the school and the infant’s classes are currently being visited to
explain how a no dig garden works. The official opening of the garden was on 22nd November at 2 p.m. The opening was attended by the Federal member Ms Sussan Ley.

Denise O'Keeffe

Premiers Reading Challenge

Once again St. Anne’s students were encouraged to participate in this very valuable and educational activity. For the first time children in Early Stage 1 and Stage 1 were able to participate as well. This year our library was able to purchase many books from the booklists which gave students easy access to books. Although many students began the challenge, only 14 students fully completed it. Entries are now online and individual records can be added to at any time. We are hopeful that this will prevent losing sheets and help many more students to reach their goal.

Health Expo

A Health Expo was held in Week 7 of Term 4. The focus for the week was on Health and Fitness activities. This included guest speakers, the opening of the no dig garden, daily pep ups and walks, poster competitions, provision of free fruit for all students and classroom activities.

2.4 Equity Programs

Indigenous Education Program

During the year seven indigenous students have benefited from involvement in the Indigenous Education Strategic Initiatives Program (IESIP). This program has enabled our students to be assisted in the Literacy and/or Numeracy areas.

2.5 Programs to Support Students

Special Needs

During 2005 seven children have been assisted by the Special Needs Programme. This programme is funded by the Federal Government, administered by the Catholic Education Office and implemented by each school within the Wagga Diocese. Children who are experiencing difficulties with aspects of their school work are first assessed by the education officer and then referred on to a speech pathologist, psychologist or paediatrician. If eligible an application is then made for funding. Once approved a child will then receive help either individually or in groups. The help is given by a teacher’s aide at the direction of the child’s teacher and in consultation with the parents.

Jenny O’Flaherty
Special Needs Co-ordinator

2.6 Student Achievement

Basic Skills Report

Year 3 and 5 participated in the Basic Skills Writing, Language, Reading and Numeracy Assessment in 2005. Our results were very pleasing and will be used to inform future educational practice in the school.

Denise O’Keeffe
Curriculum Co-ordinator

2.7 Staff Achievement

Staff has had a busy year professionally with many traveling to Diocesan In-Services as well as a number of rewarded days and sessions here at School. Two teachers graduated from their LLTC (Literacy Learning and Teaching in the Classroom) course during June. There have been a few continuing sessions for past LLTC participants during Term 4. The Staff was led through a successful preparation for the Mathematics and Creative Arts Curriculum Reviews. The new Reading Recovery teacher attended numerous training sessions throughout the year. Members of the leadership team attended two meetings of the A.P.’s and Co-ordinators Association in Term 1 and 3. Our REC attended numerous REC days during the year focusing on the new document or other topics. We had a teacher attend Indigenous Education Working Group meetings throughout the year which culminated with the launch of “Fire Stick”. The staff attended a spirituality day at Noreuil Park led by Father John McGrath. Our Kinder teachers attended some Deanery Kindergarten Teacher Days at the start of the year. All Staff updated their CPR at the start of Term 2. A few teachers attended some in-services dealing with administering mathematics assessments for Year 1 and 3 children. The staff was given further instruction on the use of My Classes. One of the leadership team attended meetings for the Diocesan “Renewal and Development for Positions of Responsibility” reference group. A few teachers attended some Creative Arts workshops and days throughout the year. A teacher attended a HSIE/English/Maths day in Term 2. A Web page for the school was worked upon by a staff member and launched to the staff in Term 4.
teachers attended an in-service dealing with administering Observation Surveys last week. Another teacher attended gifted and talented children in-services in Terms 2 and 3.

3 School Renewal

3.1 Progress of the School Renewal Framework
Towards the end of Term 3 after gathering data from the whole staff we evaluated our School Renewal Framework for 2005. All components: Vision and Mission, Policies, Curriculum and Programs, leadership, Administration & Organisation, Professional Development and Facilities and Resources were considered and a status of finished, continuing, yet to start, held over to next year or other were given to all sections.

This then enabled us to plan for the coming year and determine where we need to improve. The curriculum area of Religious Education will receive much attention in preparation for the Curriculum Review of this area in 2006.

4 School Overview

4.1 School Enrolment and Attendance Profile
Throughout the year we have maintained an enrolment of 300. This figure towards the end of the year fluctuated due to movement of families away from the area.

Daily attendance of students is recorded in class rolls. All unexplained absences are reported to the Principal and these are followed through. Notes explaining reasons for absences are recorded and at the end of each year are stored in archives.

4.2 Structure of Classes
All classes are co-educational. Early Stage 1 (Kindergarten) consists of two classes. The remainder of our classes are predominantly stage based, adding variety to our curriculum and creating a sense of responsibility for personal learning.

4.3 Staffing
All full time teachers, 11 in all, have teaching qualifications from a higher education institution within Australia and part time teachers, 8 in all, have similar qualifications.

Of these most have graduate status. The teacher assistants and support staff have their required qualifications.

4.4 Parent Involvement and Participation

Parental Involvement
Throughout the year parents have played a vital role in our school and supported us in so many ways. We are grateful to all who have assisted us in the following:
- Swimming Carnival
- Athletics Carnival
- Sacramental Home Meetings
- P.S.S.A. Winter Sports
- Diocesan Sporting Events
- Catholic Schools Basketball Carnival
- School Banking
- Craft Activities – the classrooms
- Canteen
- Excursions
- Pauls Collect-a-Cap
- Reading & Writing in the classrooms
- Secondhand Uniform Shop

School Council
Our thanks is extended to the School Council elected members who have supported the school over the past year. The School Council consists of elected members who meet monthly and are an advisory group to the Principal. They work in conjunction with the Parents & Friends Interest Groups.

Parents & Friends Interest Groups
These groups, Pastoral Care, Health, Technology, Fundraising, Social, Fete, Bingo, Maintenance have contributed greatly to our school. These groups have met on a number of occasions during the year. As always we are constantly seeking volunteers in order to keep these groups functioning.

Financially we receive much help for ongoing development within the school from Bingo, Fete, Fundraising and the Social Group. Without these efforts we would find ourselves unable to continue the upgrading of our computer resources and classroom needs.

4.5 Community Use of School Facilities
At times school facilities were used for sport training. As we don’t have an Assembly Hall or well developed sporting fields community use is minimal.
4.6 Financial Statement Summary
This data shown below is a summary of Diocese of Wagga School System income and expense and includes income and expense of all system schools.

![Income Pie Chart]

- School Fees: 8%
- Other Fee Income: 5%
- State Government Recurrent Grants: 21%
- Commonwealth Government Recurrent Grants: 66%

![Expense Pie Chart]

- Salary and Related Expenses: 85%
- Non Salary Expenses: 15%

4.7 About This Report
This report has been compiled by the various staff personnel responsible for certain areas. At the end of each year such a report is prepared and distributed to our school community.