Annual Report

St Anne’s Primary School, North Albury

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**Introduction**

Our Annual report summarises the various activities undertaken by St. Anne’s Primary School during 2008. This has been a significant year as we celebrated the 50th anniversary of the school. Since its inception in 1958 St. Anne’s has been an integral part of the Sacred Heart Parish providing an all-round education in a Christ centred atmosphere.

1. The School

The School

Our school motor “To Live in Love and Truth” is a daily reminder of the values we try to exemplify in all we do throughout the school year.

Our Vision and Mission Statement also acts as a gauge to challenge us to foster and develop those Gospel values which underpin the mission of our Catholic Culture.

Catholic Identity

Religious Education

Religious Education in 2008 was very busy yet gratifying. We are fortunate to have Fr. Kevin as our parish priest who continues to support teachers and students in Sacramental programs as well as providing us with beautiful celebrations in the Church, Liturgies and Masses play an important part of Religious Education as well as daily prayer in classrooms.

One of the aims of St. Anne’s Primary School is to develop students' understanding of their faith and to support the efforts of parents to continue their children along their faith journey. To achieve this aim the students of St. Anne’s actively participate in school Masses and a wide range of prayer and liturgical celebrations. The Religious Education Curriculum that we follow is based on “Sharing Our Story” – Diocese of Parramatta program that has been endorsed by the Wagga Wagga Diocese. Throughout the year a new RE Syllabus has been worked on and will be introduced into schools next year.

Sacramental Programs

The sacrament of First Eucharist was celebrated by our Year 3 students on 15th June; Confirmation was celebrated by Year 6 students on 2nd August with Bishop Hanna and First Reconciliation with Year 2, was celebrated on 11th November. These sacramental programs included parents, the local parish and the school. This sharing of developing the students’ faith is well supported by our Parents and Parish community.

Special Celebrations and Masses

Throughout the year the whole school celebrated a number of Masses and Liturgical celebrations in recognition of different events and feast days. Some of the events this year included:

- Beginning of School Year: This is where we welcomed new members to our school; parents, students and teachers state their Prayer of Commitment and the new school leaders are presented with their badges.
- Ash Wednesday
- Easter
- Mary MacKillop
- First Holy Eucharist
- Feast of Sts Anne & Joachim: This Mass was to celebrate Grandparents. This was followed by a morning tea at the school. Grandparents enjoyed visiting their grandchildren’s classrooms to view their work and to see them perform at the whole school assembly.
- Confirmation: A special celebration was held with the Yr. 6 Confirmation candidates beginning with their Reflection day then coming together with St. Patrick’s candidates for a Mass led by the Bishop at the Sacred Heart Church. The Bishop then spent time with the students discussing their faith journey.
- Catherine McAuley and the Sisters of Mercy: As our school has as its foundation the work of the Sisters of Mercy, we had a Mass to celebrate and recognise this day for them. After Mass the Sisters of Mercy were invited to join the students and staff for morning tea back at school.
- Mary, Help of Christians
- Christmas: we had a Mass to celebrate the start of Advent and it included St. Anne’s students giving “gifts” to the St. Vincent de Paul Christmas Appeal.
- Year 6 Graduation: At this Mass we will give thanks for the year we have had and we say farewell to those
students and families who will be leaving us. The responsibility of school leadership will be passed on to next year’s captains.

- Stage and Grade Masses: These have been held throughout the year.

**Spirituality Day**
This year’s Reflection Day was led by Fr. John Frauenfelder from the Broken Bay Diocese. The theme was “Beginning in Water. . .The Christian Journey”. It was on this day that we reflected on our Baptism and upon life and its meaning. Our afternoon session was about ‘Leadership: An Art of Possibility’ whereby Leadership is a way of being - not a position that is held.

**Mission Effort**
Raising money for the missions and good works are an important part of St. Anne’s community as it is a practical demonstration of our commitment to help others through service. As part of our commitment to the missions and supporting charities a number of fund raising events were held throughout the year. In particular a Talent Show was held on 24th October where students all donated a gold coin for the show.

**A Message from key School Bodies**
**SCHOOL COUNCIL REPORT**
It has been a privilege to be a member of the school council in the year of St Anne’s 50th anniversary. The year had a strong beginning with school celebrations. Staff and students are to be commended for their work in creating some new memories for the next 50 years. The school Mass was very special with the children excelling in behaviour and joyful voice. The performances of the children and some of the staff in the anniversary concert were highly entertaining as they tugged at our memories with song and dances through the decades. The concert is particularly impressive given the short preparation time.

We farewelled Chris Baine as one of the parent representatives and welcomed Ed Brown and Nicky Bennett. Our thanks go to Chris for his contributions to the school and school council. Chris maintained a strong link between the council and the maintenance committee as well as took a role in developing our community water grant application.

One area of focus this year has been to ensure communication between parents and the school council. We thank Darren Eddy for his work in publishing our first school council newsletter which went home to parents in September. We will continue to look for opportunities to strengthen the links between the council and parents of the school.

The council worked with Tony Egan from RTA and Terry O’Brien from Albury City Council to review our plans for the school drop off bay which will be located in Lowry St. Our thanks to Tanya Randall for her work in drafting our new plan. Submission of the plan to council will occur in 2009.

Our thanks go to the parents who have continued to support the various parent interest groups, we had a good number of volunteers this year and their efforts are appreciated in providing practical support, advice and enabling financial support for the school.

In continuation of the water theme from last year we offer our thanks to the small but hardworking group of fathers and friends led by Phil Starr who dug trenches and installed pipes for our sprinkler system.

We offer a vote of thanks to Glen Smith who will be stepping down from his role of Bingo coordinator. We recognise the ongoing effort and time involved in making sure that bingo runs smoothly every Friday night. We hope that we can convince Glen to continue to share his ideas and experience with us in 2009.

The efforts of the Fete committee were made even more impressive by the fact that we managed to raise $10 000 despite the rain. It is a big job to try to coordinate a large number of people and activities. We thank you for your persistence.

The gardening group’s efforts have been particularly evident this year as the plants bloom around us. The work done around the stage area has been a beautiful backdrop to school events and the front gardens provide a welcome to all visitors.

The health committee was a small but dedicated group this year. The activities run throughout the year are a strong example to the children of healthy living.

The pastoral committee were not called on for many occasions but our gratitude is extended to all members who so readily cooked and helped out whenever they were asked.

The social / fundraising committee was a strong group this year with a calendar of fundraising opportunities. We are grateful to the committee in particular for organisation of
the successful major raffle. In particular we acknowledge organisation of ticket sellers in town which spread the fundraising burden beyond the school community. Many thanks to those staff members and parents who gave up their time to sell tickets. The importance of the additional fundraising by this group, the fete and bingo is not fully understood by all but crucial to maintenance of our resources.

I close this report with a sincere vote of thanks to Sr Anne Hagan as she prepares to leave St Anne’s. Few understand the amount of time, physical and emotional effort that Sr Anne has dedicated to our school community in her time with us. Sr Anne is a quiet achiever and a tireless support for our children and parents. She has maintained her focus on all of the families in the school and has respectfully provided a listening ear, some practical assistance and her wisdom to families and children in need. She has contributed many out of school hours to bingo, fete and other school activities. On behalf of the school council I wish Sr Anne the best in her new role and future endeavours.

Jane Murtagh on behalf of School Council

2. Information on Key School Programs

School Determined Improvement Targets

School Renewal Framework
The School Renewal Framework is reviewed and assessed by staff each year. Parents are also invited to contribute any suggestions to improve the workings of our school. The evaluation takes into account all components of the School Renewal Framework: Vision & Mission, School Programs and Operations; Policies and Curricula; Leadership Administration and Management, Professional Growth and Resources and Facilities. At the conclusion of this evaluation the Framework is then developed for the coming year.

During this year curriculum emphasis was on the Personal Development, Health and Physical Education and this in conjunction with Science will continue to be our emphasis in 2009.

School Improvement Targets
Thanks to the Federal Government Investing in Our Schools Grant we were able to extend the number of Interactive Whiteboards and data projectors within the school. Major developments were also possible with the Community Water Grant we received making it possible to irrigate the oval and surrounding areas within the school precinct. In the future we will avail ourselves of The National Solar Schools Program. The Drought Assistance Grant also made it possible throughout the year for the students to participate in many extra-curricular activities and excursions.

Programs to Support Students

Current Curriculum Initiatives

IN 2008 many activities were undertaken to enhance learning experiences for students and to compliment professional skills of teaching staff. The major focus of the year was the Diocesan Initiative of Curriculum Alignment. The Religious Education Co-ordinator and Assistant Principal attended numerous days lead by John and Lesley Craig of “Agile Minds”. Through this process staff were lead through strategies and shown resources that would allow for changes and developments in
all facets of school life to be implemented simultaneously. In particular, it was modelled and demonstrated that programming, assessment, pedagogy, reporting, outcomes, syllabus documents and performance standards fitted together like pieces in a jigsaw and thus should be addressed as a whole and not individually. The amassing of the whole picture, it was explained, would allow for the tracking of achievement and demonstration of outcomes for each student.

Inservicing of staff in the Second Edition of the programme First Steps took place throughout the year with assistance given from Wagga Wagga CSO staff and a critical colleague from St. Patrick’s Albury. As a result of involvement in this process, all staff were given an opportunity to deepen their understanding of the process of teaching literacy skills. The coming together of the whole staff allowed for the commencement of the development of a whole school literacy plan to compliment methods already implemented.

Once again this year the Assistant Principal, Curriculum Co-ordinator and other teaching staff were provided with opportunities to work with their counterparts in the Albury Deanery. Once a Term staff came together at the Slattery Centre to share resources, discuss changes and trends in education and to review and make changes to curriculum policies.

In 2008 the Personal Development, Health and Physical Education policy was reviewed and changes commenced to come in line with NSW Board of Studies requirements and to reflect Catholic perspectives in the document, K-6 Towards Wholeness.

In the coming school year, staff will work towards implementing changes that have come about through attendance at professional development days and policy review in 2008.

Other Learning Support Initiatives

ICT Report

This year has been an exciting year for technology within our school as we have continued to increase our hardware and develop teachers’ skills in using Interactive Whiteboards to enhance students’ learning.

Once again due to the support of the Federal Government’s Investing in Our School’s Program we were able to purchase four portable SMART Interactive Whiteboards and a fully installed Team Board, along with licenses for each board of the Complete easiteach Tools. Through our school budget we purchased specific interactive software to support literacy and numeracy across all stages.

With financial support from the Wagga Wagga Catholic Schools Office, St. Anne’s School was able to host an evening inservice, offered to teachers in the Albury Deanery, on effectively using interactive boards in the classroom and developing skills to create interactive lessons. This was very well attended by our school teaching staff and also from teachers from St. Patrick’s Albury, St. Patrick’s Holbrook and members of the CSO Technology Team.

Human Edge Software has continued to upgrade the Diocesan electronic reporting program, Reporter Pro. With their improvements this year many teachers chose to complete reports directly online and enjoyed the new helpful features that it offered.

Late this year the CSO replaced the old school server. This changeover was managed by Aspirence.

By continuing to update and expand our computer hardware and software, St. Anne’s is able to provide reliable technology that enables us to meet the needs in both administration and education for clerical and teaching staff and for individual students of our school.

Reading Recovery

The goal of Reading Recovery is to dramatically reduce the number of Year One students who have extreme difficulty learning to read and write. Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low achieving Year One students.

This year training for Reading Recovery continued in Albury, Wagga and Griffith. This year many sessions were conducted by Barbara Watson who is the international tutor. She was able to teach, challenge,
clarify and answer many questions. The time spent with Barbara was extremely valuable.

In 2008, ten children have been involved in the Reading Recovery program. Two children were carried over from 2007. Many staff have continued to support the reading Recovery students by listening to them read, viewing their writing and testing them off. I thank them for their support and patience over these two challenging years.

As I finish reading Recovery this year I would like to thank St. Anne's for allowing me to be trained in this program. I feel that I have not only supported those children who I have taught in Reading Recovery but also the children in my class. The skills that I have learnt will stay with me forever and will continue to benefit the children I teach.

Elecia Turner.

Peer Support
This year St. Anne's focus for the Peer Support Program is “Keeping Friends”. Our school purchased the “Keeping Friends” and modules from the Peer Support Foundation. This topic was adopted as whole school approach to reinforce positive and caring behaviours within St. Anne’s School by using the Peer Support lessons as our foundation. The program began in Term 4, Week 2.

Training
The Year 5/6 students engaged in a one day training session at the beginning of term, run by their class teachers developing the following skills in order for them to implement the program and become effective leaders.
- Decision making
- Problem solving
- Assertiveness
- Empathy
- Relationship Building

Peer Support Program
Each Year 6 student is paired with a Year 5 student to become Co-Leaders. During our whole school Peer Support lessons the two of them are responsible for organising formal and informal activities for a small group of children that focused on Keeping Friends. The leaders were divided into the various classrooms to conduct their lessons. In each group the children they taught were a mixture of Kinder children through to Year 4.

The Peer Support lessons were conducted once a week on a Friday for 40 minutes. Due to time constraints regarding Year 5/6 Ballarat excursions, our Circus Splendida concert and various other activities we have only been able to conduct five lessons instead of 8.

Each Thursday the Year 5/6 students gathered together for a “briefing” session to collect notes for their next day lesson. This is where the lessons were discussed and what equipment they will need as well as any preparation and organisation.

Each Friday after the Peer Support lesson the Year 5/6 students met for a ‘de-briefing’ session where they were able to express concerns about their group, things that weren’t working well in their groups and any strategies that they might need to help with unsettling behaviours in the group.

Overall I believe the Peer Support Program has always been very successful in our school. I look forward to running the Program again in 2009.

Caroline McCowan.

Equity Program Initiatives
During this year six Indigenous students benefited from involvement in the Indigenous Education Strategic Initiative Program (IESIP) This program enabled the students to receive extra assistance which enabled them to further develop their skills in literacy and numeracy.

ESL Program
One student received assistance through the ESL program which enabled the development of literacy skills in English.

Student Support Programs
This year we commenced with 13 students assisted by the Special Needs Program. This Federally funded program, administered by the Catholic Schools Office, maintained support for these students both on a one to one basis and in small group situations.

For each funded student an Independent Learning Program (I.E.P.) was prepared each semester. Formal meetings were also held at the beginning and end of the year to review the progress made and to plan for future development.
Assistance for these students is provided by Teacher Aides who work with the children both in the classroom and in small group settings.

While emphasis is placed on literacy learning, opportunities are also in place for the development of social skills, behaviour management and life skills, e.g. cooking classes.

**Initiatives Promoting Respect and Responsibility**

Throughout the school year values education is integrated within the Religious Education program. At various times opportunities have arisen whereby in order to focus on respect for all a particular value is studied in greater detail.

With our aim being to generate an atmosphere of care and service, as articulated in our Vision & Mission Statement, our Student Council group frequently encourage the students to act in a responsible manner by displaying posters and nominating students for special awards in recognition of this.

In conjunction with their preparation for Confirmation our senior students were also provided with the opportunity to carry out service projects within their family or neighbourhood settings.

Classes have also used various methods to emphasise respect and responsibility through restorative practices, encouragement charts and awards, both class and Principal’s awards.

**Student Performance**

**Statewide Tests and Examinations**

The table below indicates the percentage of students who have achieved national minimum standards in literacy and numeracy.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96%</td>
<td>98%</td>
<td>94%</td>
<td>98%</td>
<td>96%</td>
</tr>
</tbody>
</table>

St. Anne’s school has participated in BST Literacy and Numeracy since 1998 and in BST Writing since 2001. The school monitors Trend Data each year and uses that information to inform its learning and teaching practices for the upcoming year.

**3. School Overview**

**School Policies**

**Discipline Policy**

Throughout this year staff have been reviewing our Student Welfare and Discipline Policies. While these policies refer to the rights and responsibilities of students it also elaborates on the consequences when these responsibilities are not adhered to. These policies also have in place the steps needing to be followed in the event of students’ misbehaviour.

**Complaints and Grievances**

The school’s policy on Complaints and Grievances outlines the procedure to follow in relation to any complaint regarding issues relating to students, parents, staff or the wider community. These policies are reviewed according to our Non-curriculum policies time line and are available to members of our school community through our website: [www.sana.wagga.catholic.edu.au](http://www.sana.wagga.catholic.edu.au)

and reflect the policies of the Catholic Schools Office. [www.cso.wagga.catholic.edu.au](http://www.cso.wagga.catholic.edu.au)

**Enrolment Policy**

Our enrolment this year has been 295. Throughout the year this number has varied due to students moving in to the area. Our Enrolment Policy is a reflection of the Catholic Schools Office overall policy. Our policy is available on our website and CSO website. [www.sana.wagga.catholic.edu.au](http://www.sana.wagga.catholic.edu.au) [www.cso.wagga.catholic.edu.au](http://www.cso.wagga.catholic.edu.au)
Student Enrolment Profile:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig'</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>144</td>
<td>6</td>
<td>1</td>
<td>295</td>
</tr>
</tbody>
</table>

*Lan* *guage background Other Than English

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.

Staff
Teacher Standards
All full time teachers, 12 in all, have teaching from a higher education institution within Australia. Of these most have graduate status.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>6</td>
<td>4</td>
<td>22</td>
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</table>

Professional Learning
During the year many staff were involved in many areas of professional development.

As a whole staff we concentrated on our becoming familiar with First Steps Writing. This involved two full days inservice plus extra hours of staff meetings.

Our Religious Education Co-ordinator was very involved in the development and revision and writing of our Religion Policy and modules. This work was supported by Lesley Craig.

The whole staff completed a number of inservice sessions including:
- CPR
- Child Protection
- Workplace Relations
- Interactive Whiteboards
- Easiteach

At times various staff members participate in a variety of opportunities offered by the Catholic Schools Office as well as outside agencies. These include:
- Sena Training - Maths
- Observation Survey - Kinder
- Starting School Assessment
- Reading Recovery
- Sena Administration Training
- Curriculum Alignment

Community Satisfaction
The following information has been provided to the school. It has been a valuable gauge for determining the level of satisfaction our community has with St. Anne’s School.

Parents
My child (son or daughter) is usually happy at St. Anne’s School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>13%</td>
<td>2%</td>
<td>0%</td>
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</table>

Students
I am usually happy at St. Anne’s School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>4%</td>
<td>1%</td>
<td>%</td>
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</table>

Staff
I am usually happy at St. Anne’s School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
<td>3%</td>
<td>1%</td>
<td>%</td>
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</table>

Teacher Attendance and Retention
The federal Schools Assistance Act 2005 requires that each school report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of absence due to sickness, personal carers leave, leave without pay, special leave and accident/workers compensation leave. An attendance rate of 95.70% was achieved in 2008 by staff at St. Anne’s School.
Financial Statement Summary

About This Report
This report has been compiled by the various staff and personnel responsible for certain areas and information gathered from our wider school community.