

Annual School Report

2018 School Year

St Agnes' Primary School, Port Macquarie



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Port Macquarie NSW 2444

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moodle.pmacalism.catholic.edu.au

About this report

St Agnes' Primary School, Port Macquarie is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6583 7433 or by visiting the website at moodle.pmacalism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Agnes' Primary School, Port Macquarie is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Agnes' Primary School, Port Macquarie offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continues to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Agnes' Primary School, Port Macquarie has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Was selected by the Catholic Schools Office Learning Services team to lead a Year 6 to Year 7 Transition Writing Initiative with targeted development that showed excellent growth.
- Achieved significant individual growth from many children involved in the Year 1 reading support project.
- Achieved impressive results in the Year 6 Religious Education Test.
- Continued to dedicate staffing personnel and resources to support academic achievement throughout the school.
- Participated in ICAS competitions with results at High Distinction, Distinction and Credit level.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2018 the school:

- Annual Creative Arts Spectacular was a sold out event at Port Macquarie Panthers Club; a showcase of the wonderful creative talent of our staff and students.
- Continued its relationship with, and held events at St Agnes' Parish Catholic Care of the Aged (CCA).
- Hosted a significant NAIDOC Week community celebration, which included the official opening of a whole school mural and dance performance.
- Sent students with an Aboriginal or Torres Strait Islander background to attend a NAIDOC concert with Christine Anu at St Joseph's Primary School, Wauchope.
- Held a NSW Wheelchair Basketball Roadshow, which was a highlight for our students who experienced sport from a chair and gained a new perspective of living with a disability.
- Continued its involvement with, and achievement in the Port Macquarie Dance, Speech and Drama Eisteddfods.
- Engaged with the local Birpai Land Council to develop our Community Engagement Plan.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- Ten students reached Polding level in their respective sports. Four of these students then went on to compete at State level in Netball, Cricket, AFL, and Hockey respectively.



- Our Netball team won the Zone Gala Day, putting in a dominant performance. They then continued this form to become Diocesan Champions in Grafton. They remained undefeated throughout the year.
- 246 children participated in the Combined Schools Touch Football Gala Day.
- Two teams competed in the Rugby League All Schools Carnival. These put in a commendable effort with many players making their competitive debut.
- External specialised coaches ran programs in Tennis, Touch Football, Futsal, Hockey, and Wheelchair Basketball. Every student in every grade participated in these programs.
- Our house leaders continued to promote a healthy and active lifestyle and helped run a variety of before school and lunchtime programs.
- Our Cross Country, Athletics, and Swimming Carnivals enjoyed very high rates of participation and positive parental involvement.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Agnes' Primary School, Port Macquarie is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Ginaya Yarnold
Principal

1.2 A Parent Message

The 2018 year was, once again, another very successful one for the St Agnes' Primary School P&F. It was a very busy year and we were fortunate to be surrounded by a supportive committee and staff from school. Special thanks must also go to Ginaya Yarnold (Principal) and Rick Galvin (Assistant Principal) for continually guiding and supporting the P&F.

One of the amazing features of St Agnes' Primary School is the wonderful parental involvement of our school community. The fundraising events that are held every year consist of the Golf Day, Mother's Day and Father's Day stalls and the main event, a day which is locked in on everyone's calendars, the Fair. This day would not be possible without the many, many hours of work from our wonderful parents and staff, not only on the day itself, but in the months leading up to the Fair. Parents, along with the dedicated and supportive staff and students raise funds for the P&F. Decisions about the allocation of funds raised are made between staff, parents and the committee of the P&F, with a focus on how the funds are spent to benefit our children.

The P&F have a meeting on the third Monday of each month and we encourage parents to come along and have an input into the decisions that are made for our children. The meeting dates are communicated to the parents through the School App and in the Aggies Articles (School Newsletter). The meetings are a place where decisions are made and new ideas introduced.

In 2018, due to the positive feedback we received in changing the way we ran the Mother's Day and Father's Day stalls, the P&F once again pre-purchased a selection of gifts for the children to purchase at these stalls. We also organised another movie ticket fundraiser, which was very well supported by the school.

Our fundraising efforts assist in our children's school experience and we were very excited last year to be able to contribute funds towards purchasing new readers for the children in K-2, increasing our STEM resources, re-modelling the barbeque area including new barbeques and tables and chairs for the oval area. It was fantastic to have the BBQ works area completed prior to the Fair and everyone was thrilled with this new area.



The P&F feels very honoured to be able to provide support back to our school community and the greater community in special ways each year. In 2018, we again offered assistance to the Year 5 and 6 camps and sporting achievements at a State level. On behalf of the P&F and the school community, we presented a significant donation to the Youth Hub who were very grateful for our support. We were also very proud to support a new Scooter Club initiative that was run in the school in 2018.

A class parent network is used as a pastoral care support and to encourage parent social groups and networking experiences. Parents also have a great opportunity to attend nights with guest speakers and information nights that support their children's education and development.

Our P&F enjoys a wonderful relationship with the staff and community and we are committed to helping the school in many ways through mutual respect, communication and a lot of fun and laughs along the way too!

Mrs Kathy Moloney
President
St Agnes' Primary Parents and Friends Association

2.0 This Catholic School

2.1 The School Community

St Agnes' Primary School, Port Macquarie is located in Port Macquarie and is part of the St Agnes' Parish, Port Macquarie Parish which serves the communities of Port Macquarie, from which the school families are drawn.

Last year the school celebrated 36 years of Catholic education.

The parish priest Fr Paul Gooley is involved in the life of the school.

St Agnes' Primary School, Port Macquarie is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Involvement with and participation in Sunday Night St Agnes' Parish Youth Mass (Music Ministry).
- Increased student attendance at St Agnes' Parish Youth Mass celebrations.
- Fundraising: Several events were held and lead by the Mini Vinnies team to raise money for Caritas and Catholic Missions. The Winter Clothing Appeal was also facilitated by the Mini Vinnies team.
- Partnership with the Parish to deliver Sacramental Programs for students in Years 2, 3 and 4.
- Staff and family support for Parish initiatives (Christmas Hamper Drive). Several staff are involved in the distribution of Parish hampers to the Port Macquarie community. As a school community, families send in items for inclusion in the hampers. These items are collected and organised into hampers for individual families by parent helpers.
- Community Engagement: Year 4 students celebrated Seniors Week with residents from the Parish Aged Care facilities.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence



of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

St Agnes' Primary School, Port Macquarie caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
Male	29	40	24	38	35	41	34	241	267
Female	29	35	36	34	37	36	51	258	272
Indigenous <i>count included in first two rows</i>	5	5	7	6	1	3	9	36	41
EALD (Language background other than English) <i>count included in first two rows</i>	0	6	6	4	1	0	4	21	19

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	93.9%	92.2%	92.1%	92.6%	93.8%	92.5%	92.1%	92.7%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	3
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	30
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	32
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	19

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94.63%. This figure is provided to the school by the CSO.

During 2018, the Leader of Pedagogy was seconded to the Catholic Schools Office until the end of the year. This had a flow on effect to other teaching roles within the school with new appointments required. At the end of 2018, the following teacher movements occurred:

- One teacher retired after long service to the Parish and school.
- One teacher took twelve months leave to spend time with extended family.
- Another teacher was seconded to the Catholic Schools Office for a three-year position with the Learning Services Team.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:



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The school models and teaches students about respect and responsibility in a number of ways. “Centred in Christ, and with love for one another, St Agnes’ learners are RESPECTFUL, RESPONSIBLE, RESILIENT and RESOLUTE”.

This statement formed the basis for all explicit behaviour teaching and learning again in 2018. The qualities that these words encapsulate are life-long skills that our children will carry on with them after their seven year journey at St Agnes’ Primary School. The essence of being a respectful and responsible person is the very foundation on which we base our relationships as modelled to us by Christ himself. In a world full of ‘busyness’, technology and consumerism, we have identified a strong need to support our children to be independent risk takers, who are able to challenge themselves, learn from their mistakes, strive for growth and stand up for what is right, no matter what the crowds around them say. The program includes the development of positive ways that staff can support and congratulate students for making the correct choices, as well as creating units of work that enable staff to explicitly teach the skills necessary for our students to become people who are respectful, responsible, resilient and resolute. A consistent flow chart for managing behaviours that challenge our expected behaviours was reviewed and updated. Conversations with staff and senior students have been coordinated regarding the definition of minor and major behaviour incidents, and how these will be managed consistently across the whole school. Communication with parents was reviewed and new processes were created.

In 2018, St Agnes’ Primary School further implemented Positive Behaviour Support (PBS). Each week, the students were presented with a focus value and explicitly taught the expected behaviour. Through the use of a raffle ticket/house cup system, students were positively rewarded for making appropriate behaviour choices within the school. A survey of the students indicated that PBS helped the children feel more connected to the school; they felt that people were noticing all of the positive choices they make. Communications regarding these positive choices were made more often, with the further review and enhancement of the PBS awards. A new Term PBS Award was introduced to compliment the Semester One and Two Report Principal Awards.

Students who are challenged by the expectations of school were supported through the introduction of Social Skills Training. If a student was displaying a behaviour that was inconsistent with our 4R’s, they were referred to lunch time explicit teaching of social skills in a small group or in a one on one setting with a teacher from the PBS Committee. Students would set a goal with the teacher, and then work towards achieving that skill in the coming weeks.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- In 2018, the school was once again involved in the DOLSIS survey process involving students, staff and parents. This year the school decided to offer the survey completion to all families within the school community. This resulted in significant input from the families around ways they would like to see the school improve.
- A new 'Parent Voice' project was initiated by the leadership team. This allowed parents to meet before the end of the school day with members of the leadership team to discuss and learn



more about other areas of the school. These sessions also involved the inclusion of staff from the Catholic Schools Office.

- 'Student Voice' Meetings were also introduced to gain insight about what areas the students felt needed to be taught as part of the explicit learning for this whole school implementation.
- Further parent consultation occurs at the monthly P&F Meetings held within the school grounds.
- Parents were involved in the further collection of information to further support the Building Cultural Capacity methodology that the school was working through. This occurred through the newsletter and online survey and feedback opportunities.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

- Students who have not met reading benchmarks have participated in the Succeeding Together as Readers (STAR) Program. Specialised teachers have worked with small groups each day to develop reading and comprehension strategies.
- This year we implemented the Minilit literacy program to support students to develop their early literacy skills. The program was a success resulting in clear growth in targeted students' phonological awareness.
- The Extending Mathematical Understanding approach to teaching Mathematics is embedded across the school. It has developed students' confidence and attitude towards Mathematics. The EMU intervention program enabled students in Year 1 and Year 3 to accelerate their growth in conceptual understanding in Mathematics. This program is implemented to enable all students to access the classroom curriculum by developing their strategies and mathematical dialogue.
- This year many grades learnt how to code without using technology, unplugged. Not using technology increases students' computational thinking skills. Students are able to learn about the concepts and approaches without the use of technology. Stage 2 students experimented with a simple circuit board called Makey Makeys. Year 3 made Makey Makey pianos using fruit, vegetables and other everyday objects. They also used Makey Makeys to make interactive Convict Diaries using the Scratch (coding) program.

The school continues to work towards developing 21st century pedagogy. This pedagogy will underpin learning across the school. Students across the school participated in STEM challenges this year. The success of the challenges has enthused and inspired the students to further develop their curiosity and wonder. The STEM lab, housed in the library, is used during class time and for extracurricular learning opportunities weekly.

The whole school focus on student wellbeing was supported at school with the implementation of the Zones of Regulation program. The Zones of Regulation program is an evidence based resource that gives children the ability to identify and understand how they are feeling and how this influences their behaviour. Self-regulation is something everyone continually works on whether or not we are aware of it.

The parish primary school offers a strong co-curricular program which includes student participation in:

- Sunday Night St Agnes' Parish Youth Mass (Music Ministry) increased student attendance at St Agnes' Parish Youth Mass celebrations.
- Partnership with the Parish to deliver Sacramental Programs for students in Years 2, 3 and 4.



- Staff and family support for Parish initiatives (Christmas Hamper Drive). Several staff are involved in the distribution of Parish hampers to the Port Macquarie community. Staff also contribute through their own personal hamper donations. As a school community, families send in items for inclusion in the hampers. These items are collected and organised into hampers for individual families by parent helpers.
- Fundraising: Several events were held and lead by the Mini Vinnies team to raise money for Caritas and Catholic Missions. The Winter Clothing Appeal was also facilitated by the Mini Vinnies team.
- Community Engagement: Year 4 students celebrated Seniors Week with residents from the Parish Aged Care facilities.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 70 students presented for the tests while in Year 5 there were 76 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Agnes' Primary School, Port Macquarie, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Agnes' Primary School, Port Macquarie students in each band compared to the State percentage.

**Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6**

BAND	6		5		4		3		2		1	
	State	School										
Reading	27.7	26.1	24.7	34.8	20.2	23.2	12.8	10.1	7.2	2.9	3.8	2.9
Writing	10.9	4.3	36.0	25.7	24.3	35.7	18.4	24.3	5.4	7.1	2.8	2.9
Spelling	25.8	21.4	25.0	24.3	21.0	22.9	13.7	17.1	8.0	11.4	4.4	2.9
Grammar and Punctuation	30.9	22.9	16.8	14.3	23.2	35.7	12.5	14.3	8.2	8.6	4.2	4.3
Numeracy	17.8	14.3	25.7	30	26.5	28.6	16.6	17.1	10.1	8.6	2.1	1.4

**Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8**

BAND	8		7		6		5		4		3	
	State	School										
Reading	17.4	16.9	20.9	29.9	23.8	29.9	19.6	18.2	11.2	5.2	4.5	0
Writing	4.6	2.6	11.5	7.9	27.2	13.2	35.9	50	11.5	14.5	7.0	6.6
Spelling	14.6	14.5	22.7	17.1	31.1	40.8	17.7	22.4	9.3	5.3	3.6	0
Grammar and Punctuation	18.1	15.8	18.1	19.7	29.1	35.5	16.2	10.5	11.0	11.8	4.9	6.6
Numeracy	12.5	5.3	19.7	31.6	25.9	18.4	26.3	35.5	12.1	9.2	2.6	0

As can be seen from the table the percentage of students in the top three bands in Reading and Numeracy is pleasing compared to similar schools. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Writing and Grammar and

Punctuation. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2018 were:

Staff Professional Learning Activity	Date	Presenter
School Administration Day	29/01/2018	School Leadership Team
School Improvement - Building Cultural Capacity	30/04/2018	School Leadership Team and School Improvement Team
Staff Spirituality Retreat Day	08/06/2018	School Leadership Team
PBS, School Improvement - Building Cultural Capacity, Science and Technology	21/09/2018	School Leadership Team and School Action Teams
School Improvement - Building Cultural Capacity, Science and Technology	30/11/2018	School Leadership Team, School Action Teams

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
SCOUT Training	4	CSO Learning Services Team
Seven Steps Writing Workshop	10	Seven Steps
MAPA Training	7	Sr Margaret Bannon (CSO)
Graduate Teacher/Mentor Workshop	6	Michele McDonald (CSO)
Indigenous Education Conference	2	Danny Rankin and Doreen Flanders (CSO)
Science and Technology K-6 Writing Workshop	4	Eloise Toombs (CSO)
K-6 Mathematics Block Workshop	2	CSO Learning Services Team
Consistent Teacher Judgement Workshop	5	Eloise Toombs

The professional learning expenditure has been calculated at \$5901 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Agnes' Primary School, Port Macquarie requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Children with a disability and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office or from the [school's website](#).

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> Ensured the Foundational Value of Community is visible through systems, symbols and behaviour for all stakeholders. 	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> Staff formation around the foundational value of Jesus Christ being at the centre of all we do. Unpack the discernment tool for the Jesus Christ foundational value with all staff. Staff formation around worlds of text and prayer styles.
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> Improved the effectiveness of communication. 	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> Update School Bag app Clear, relevant, timely and effective communication. Create a student communication board. Update School Bag app. Communicate with parents in a range of personal, formal and informal ways (eg. Phone contact to provide positive feedback about student learning and behaviour).
<p>Teaching and Learning</p> <ul style="list-style-type: none"> Increased student engagement. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Consistent implementation of strategies to develop a whole school approach to English Block. High Yield Strategies - Instructional Walks, Peer Observations. Review and refine Whole School Agreed Practice (WSAP) for Writing.



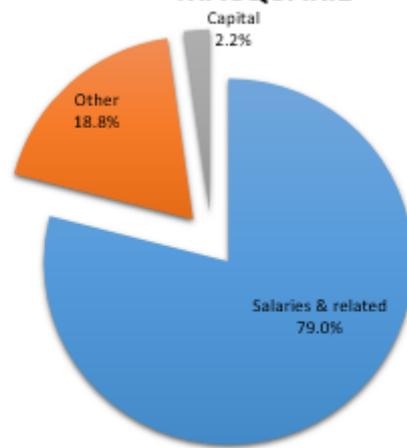
	<ul style="list-style-type: none"> • Consistent implementation of strategies to develop a whole school approach to the Mathematics Block. • Review the Whole School Approach to Mathematics. • Modelling and coaching for Rich Tasks. • Establish fundamental beliefs around student voice, choice and influence. • Enhance student engagement by focusing on Learning Purpose and Growth Mindset. • Use Peer Observation, CASL and Lesson Study to review, refine and reflect on current pedagogical practices and lesson content.
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Strengthened the level of connectedness for students. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • Students know the adults and peers within the school community respect, care and value them. • Revise and use zones of regulation in the classroom to develop students' ability to self-regulate. • Explore the basic principles and beliefs of Pastoral Care through the Pastoral Care Domain. • Unpack and develop a whole school approach to a Continuum of Care in which pastoral relationships recognise every individual experiencing being cared for, respected and valued.

6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:

2018 EXPENSE - St Agnes' Primary School PORT MACQUARIE



2018 INCOME - St Agnes' Primary School PORT MACQUARIE

