

# Annual School Report

## 2020 School Year

St Agnes' Primary School, Port Macquarie



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[pmacalim.catholic.edu.au](http://pmacalim.catholic.edu.au)

## About this report

St Agnes' Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of 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 2021 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 [pmacalism.catholic.edu.au](http://pmacalism.catholic.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of St Agnes' Primary School 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 offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

During 2020, COVID-19 presented a major challenge to the traditional life of the school, with students learning from home for an extended period and many events being postponed, cancelled, or significantly adjusted to suit restrictions that had been implemented.

Despite these challenges, our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. The students' achievements and accomplishments were showcased throughout 2020 via various mediums. 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 2020. 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 has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2020 the school:

- Participated in the University of NSW ICAS Competition with many students achieving at a Credit or Distinction level.
- Had 30 high potential learners compete in the Australasian Problem Solving Mathematical Olympiads (APSMO) with five students achieving significant recognition.
- Provided the opportunity for students from Kindergarten to Year 6 to participate in the Premier's Reading Challenge with students achieving all the way to gold-level status for consistent reading.
- Increased achievement in Stage 3 reading results due to targeted intervention, coaching and mentoring teacher support.
- Achieved excellent results from the Extending Mathematical Understanding Intervention across Years 1 to 4, with students leaving the program no longer vulnerable in Mathematics.
- Had one student identified as a High Potential Learner across the Lismore Diocese and is participating in the Stage 3 Extension Trial Project for High Potential Learners.

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 2020 the school:

- Continued its relationship with Catholic Care of the Aged (CCA).
- Hosted NAIDOC Week Celebrations with a local guest Indigenous Music and Dance performer.
- Developed a collaborative partnership with Youth Ministry Officers from Newman Senior Technical College to deepen student faith formation.
- Provided opportunities for our Year 6 Student Leadership Team to interview community members in the areas of Health, Religion, Sport and Community Outreach.
- Designed and implemented a Year 6 Video Project for Victorian Schools which involved sharing videos of our students reading stories for Victorian teachers to use during Blended Learning.



Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2020:

- Seven students represented the Hastings Zone at Diocesan Summer Sports Trials. Of these, six were selected to represent the Lismore Diocese at Polding level.
- External specialised coaches ran a variety of school-based programs in Rugby League & Touch Football.
- Whole school Swimming Carnival had a high percentage of student participation.
- Condensed versions of our Cross Country & Athletics Carnivals, in line with COVID-19 requirements, were held.
- House Leaders continued to promote a healthy and active lifestyle and assisted with the coaching & refereeing of junior grades in a variety of lunchtime sports.

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 is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Rick Galvin  
Principal (Acting)

## 1.2 A Parent Message

In 2020, the St Agnes' Primary School Parents and Friends' Association (P&F) experienced many interruptions and changes due to the impact of COVID-19. As a result, there was a small but supportive committee who met monthly. The meetings changed from face-to-face to Zoom. The majority of our yearly planned events had to be cancelled, including the Annual School Fair, Golf Day, Mothers' and Fathers' Day stalls and breakfast.

The P & F met on the third Monday of each month. The meeting dates were communicated to the parents through the School App, the School Newsletter and Facebook page. The meetings enabled decisions to be made and new ideas introduced.

The school leadership team, staff and committee all worked collaboratively to support the initiatives that the P&F organised. As we were unable to coordinate the usual fundraising and parent initiatives, we revisited our constitution and updated it to reflect our current situation, goals and procedures.

At the beginning of 2020, the committee created a comprehensive wish list of items which included fans for the hall, climbing equipment for the oval, classroom resources and sporting equipment. Some items had to be held over due to the fact that we were unable to raise funds this year. The P&F were able to purchase some of the wish list items and continued to plan and spend for the future. Decisions about the distribution of funds were made by staff, parents and the committee, with a focus on how the funds could be best utilised to benefit our whole school community.

This year, the P&F were able to contribute funds towards new water bubblers for the Creative and Performing Arts area, a class set of Chrome books, a new sandpit, goalposts for the oval, a 'Thank-you lunch' during COVID-19 for the staff and a Year 5 Fun Day treat pack. The committee offered a greater contribution to Year 6 Camp this year as we were aware that some families might be struggling financially due to the impact of COVID-19 restrictions. We also contributed funds towards quality readers, World Teachers' Day morning tea and Christmas craft for the whole school.

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 and communication.



Mrs Anne-Marie McWhirter  
President  
St Agnes' Primary School Parents and Friends' Association

## **2.0 This Catholic School**

### **2.1 The School Community**

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

Last year the school celebrated 38 years of Catholic education.

The parish priest Father Paul Gooley and Father Peter Wood (Assistant) is involved in the life of the school.

St Agnes' Primary School 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:

- Participation at Sunday night St Agnes' Parish Youth Mass (Music Ministry, Altar Serving, Reading and Hospitality evenings) prior to COVID-19.
- Involvement in social justice initiatives such as; CARITAS, Catholic Missions and the Winter Clothing Appeal.
- Providing support for Parish Initiatives (Christmas Hamper Appeal).
- Organising and hosting the Year 4 Senior's Week Fun Day for the Catholic Care of the Aged residents.
- Providing opportunities for Year 4, 5 and 6 students to be involved in faith formation experiences (Accendere, Exuro and Incitare).
- Inviting Youth Ministry Officers into all grades to build relationships and promote faith formation across all grades.

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 two and a half 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 *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. 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 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 2020	TOTAL 2019
<b>Male</b>	42	38	33	44	26	42	36	261	247
<b>Female</b>	31	34	28	34	34	33	38	232	240
<b>Indigenous *</b>	8	8	4	6	6	9	1	42	36
<b>EALD *</b>	0	1	1	8	7	6	2	25	22

\* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

## 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, staff monitor attendance each day as a part of their duty of care. 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 2020 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
95.7%	93.6%	93.2%	93.8%	92.9%	93.0%	94.4%	93.3%

## 2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 82 teacher(s); Provisional 93 teacher(s); Proficient 946 teacher(s); Highly Accomplished 1 teacher(s); Lead 2 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 33 teacher(s) accredited with NESAs, 25 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 18 non-teaching staff.



## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.1%. This figure is provided to the school by the CSO.

During 2020, the principal continued her maternity leave, and another teacher went on maternity leave in Term 2. This had a flow-on effect to other leadership and teaching roles with new appointments required.

At the end of 2020, the following leadership and teaching movements occurred:

- Acting Principal (Assistant Principal Learning and Teaching) was appointed Principal at another diocesan school.
- Acting Assistant Principal Learning and Teaching was appointed permanently to the role.
- One teacher received a permanent appointment at another parish school.
- The teacher on 12 months leave extended their leave.
- One teacher retired.

## 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:

- Through the school approach of Positive Behaviour Support (PBS) there has been a focus on improving students' social, emotional and learning outcomes. This statement: "Centred in Christ, and with love for one another, St Agnes' learners are RESPECTFUL, RESPONSIBLE, RESILIENT and RESOLUTE", formed the basis of all explicit behaviour teaching and learning in 2020. The qualities that these words encapsulate are life-long skills that our children will carry with them after their 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.
- Each week, the students were explicitly taught an expected behaviour skill as a part of our whole school focus. Students are recognised for their positive behaviour choices through the use of a Dojo/House Cup system. Communications regarding these positive choices were made at whole school assemblies, the weekly newsletter, the presentation of awards and a celebration with families and school executive. At the end of each term, the winning house colour chose an end of term treat.
- Students who are challenged by the expectations of the school were supported through Social Skills Training. If a student was displaying a behaviour that was inconsistent with our 4R's, they were referred 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. A consistent flow chart for managing unexpected 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 are managed consistently across the whole school. Communication with parents consists of phone calls, text messages, emails and for some, student communication books. Each week the PBS team met and analysed the whole school data. The data was broken down into types of behaviour, areas within the school, grades, intensity, frequency and individual student's needs. From the analysis, decisions were able to be made such as, behaviour re-teach focus of the week, structured play activities, playground opportunities, small group interventions etc.



- Zones of Regulation has become embedded into everyday discussions with the children. The students reflect on which zone they are in and the tools that they can use to help them deal with their emotional regulation. Zones of Regulation have been explicitly taught through our Personal Development, Health and Physical Education lessons.
- A Pastoral Care Team was established within the school to ensure all social and emotional needs of our students were met. Parents or staff could refer their child to the team who would discuss their current reality and ensure they received the best possible support. This could either be with our School Counsellor, Social Support Worker, Seasons for Growth or Cool Kids. Parents were communicated with in regards to the support we could offer their child, set goals, progress and evaluation of the sessions.
- An action team of staff was established to embed the Pastoral Care Framework and the Continuum of Care within the School. Through collaboration with staff, the Continuum of Care was revised and the Positive Behaviour Support Continuum was finalised ready for implementation in 2021. This ensured that the students are getting evidence based social and emotional early intervention.
- During 2020 students and staff contributed generously to social justice appeals, including St Vincent de Paul, Caritas, Christmas hampers, Blue Sky Laundry and the Indigenous Literacy Fund. The Craft for Service Initiative enabled many students to make and sell craft items. All money made from these items was donated to various charities.

## 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 2020 the school participated in the School Review and Improvement (SRI) process supervised and supported by the Catholic Schools Office. SRI offered the school the opportunity to review all aspects of school life and plan ahead for the next five years. During SRI, a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community and to make decisions for our future.
- DOLSIS Survey: In 2020 the school community continued its participation in the DOLSIS survey process involving students, staff and parents. The DOLSIS survey is an annual method of gauging student, parent and teacher evaluation of our school. The analysis of the data and feedback collected from the survey assisted staff in determining the actions that will be implemented to bring about school improvement.
- Voices from the Field Survey: During and after Blended Learning, families were engaged in school and system-level surveys regarding parent and student satisfaction with the learning opportunities provided to their child and school-based communication.
- P & F Meetings: This year the majority of P & F meetings have been held via Zoom due to NSW Health restrictions. Parents have been given the opportunity to share their ideas and perspectives around annual school improvement goals and how finances could best support resourcing.
- Student Voice Sessions continued throughout 2020. During these sessions, the students were provided with opportunities to actively participate in decision making around their learning.



### 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 reached Reading Benchmarks in Stage 1 participated in the Succeeding Reading Together (STAR) program. Students who have not met Stage 2 and 3 Reading Benchmarks participated in Levelled Literacy Intervention (LLI). Specialised teachers have worked with small groups each day to develop reading and comprehension strategies.
- This year the school continued the MiniLit Literacy program and introduced PreLit to support students to develop their early literacy skills. The program was a success, resulting in a clear growth in targeting students' phonological awareness.
- The Extending Mathematical Understanding (EMU) approach to teaching Mathematics is embedded across the school. It has developed students' confidence and attitude towards Mathematics. This pedagogy is implemented to enable all students to access the classroom curriculum by developing their strategies and mathematical dialogue. The EMU Intervention Program enabled selected students in Year 1 and Year 4 to accelerate their growth in conceptual understanding in Mathematics.
- During Blended Learning in 2020, teachers were required to adopt new ways of engaging and supporting students in learning. As a result, extensive professional development was offered at a system and school level through a range of platforms. This enabled teachers to enhance their knowledge and understanding of digital pedagogy to assist student learning. Teachers recognised parents as the co-educators of their children and utilised SeeSaw, Screencastify, Zoom and Google Classroom as tools to facilitate two-way communication and high-quality learning experiences.
- Students across the school have participated in STEM challenges this year. The success of these challenges has enthused and inspired the students to further develop their curiosity, wonder and problem-solving skills. The STEM lab houses a variety of resources to cater for plugged and unplugged activities. These are available to all classes on demand. Our STEM lab is used during class time and for extra-curricular activities multiple times per week.
- Teachers have engaged with the new Personal Development Health and Physical Education Syllabus and have contextualised their programs with the Zones of Regulation to teach essential emotional literacy skills.
- During 2020, the school continued its whole school focus on developing writing skills. Students continued to be exposed to the use of exemplars and the Gradual Release Model within a balanced Literacy Block in order to strengthen academic achievement. The Whole School Writes and collection of data from these (pre and post-assessments using NAPLAN criteria) have shown that these maintained practices have resulted in improved student outcomes.
- Extension writing groups were created in Year 1 and Year 3 and small group tutoring for students in Years 5 and 6 as a response to the 2019 NAPLAN data which showed a need for growth in the top bands and intervention within Stage 3. The introduction of new digital literacies enabled the extension groups to write and produce their own podcasts. The latter half of the year saw us able to use on-site 'expert teachers' to build the capacity of the staff. Professional Learning was available for all staff through a Google Classroom.
- The development of a Reading Action Team was in response to the School Improvement Plan and previous declining NAPLAN data in this area. The Reading Action Team set a goal 'to improve academic achievement in Reading by investigating strategies for phonemic awareness, decoding and comprehension to be used consistently from Kindergarten to Year 6.' The team was able to



share learning with staff using evidence-based practices and develop common language across the school. Staff agreed on the five essential skills for reading and that a high-quality literacy program should include all five components. The five components include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The school continues to work towards developing 21st Century pedagogy. This pedagogy will underpin learning across the school. St Agnes' has a strong focus on teaching essential skills for lifelong learning, including critical and creative thinking, collaboration, communication and character education; ensuring that our students are able to be responsible, informed citizens, capable of making a genuine contribution to the world.

During 2020, students across the school engaged with age-appropriate inquiry pedagogy, such as play and project-based learning. Kindergarten explored Science and Technology using a play-based approach whilst students in Years 5 and Year 6 participated in the RENEW project-based learning initiative for Religious Education. The learning experiences were integrated with cross-curriculum priorities, personalised to meet individual needs, structured and connected with the students' prior experiences and interests, related to real-life situations, incorporated peer collaboration and promoted student agency. The General Capabilities were also identified where possible as opportunities to add depth and richness to student learning in content elaborations.

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

- Representing the school at the ANZAC Day and Remembrance Commemorative Services.
- Awareness-raising for Breast Cancer, Dyslexia, Mental Health, Brain injury, the Koala Hospital.
- The Rotary Art Walk for the Port Macquarie West Rotary Club to raise awareness for mental health.
- Mentoring neighbouring pre-school students through video interviews and transition videos.
- An inter-school Rugby League Gala day with neighbouring schools.

### 3.2 Student Performance in National Testing Programs

#### 3.2.1 NAPLAN

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

### 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 2020 were:

Staff Professional Learning Activity	Date	Presenter
School Review and Improvement, Learning & Teaching Domain, Spirituality Module 2	17/08/0020	School Improvement Team, School Leadership Team, Donna Sprague



School Review and Improvement Learning & Teaching Domain Spirituality Module 3	25/09/0020	School Improvement Team, Donna Sprague, Kate de Bressac, Claire Thurlow
School Review and Improvement L&T Domain NCCD/Action Teams	12/10/0020	School Improvement Team, School Leadership Team, Jessica Stewart, Kate de Bressac
School Review and Improvement, Learning and Teaching Domain	16/11/0020	School Improvement Team, Kate de Bressac
School Review and Improvement, Supporting Students with Autism Spectrum Disorder & Spirituality Module 1	20/07/0020	School Improvement Team, School Leadership Team, Andrea Steranko-Field

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

Activity	Staff numbers	Presenter
Building Cultural Capacity School Improvement Team Training	7	School Improvement Team, Rick Galvin, Kate de Bressac, Krysten Jones
Universal Design for Learning	6	Kara Collyer
RENEW	9	Michael McDowell
Early Years Learning Framework	6	Christy Ismay
MAPA Training	10	Kara Collyer, Kate de Bressac, Leisa Fischer, Cheryl Howard
Graduate Teacher/Mentor Workshop	2	Michele McDonald

The professional learning expenditure has been calculated at \$1915 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 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. There have been no changes to this policy this year.

#### **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 and is available on the school's website. There have been no changes to this policy this year.

#### **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 and it is available on the school's website. There have been no changes to this policy this year.

#### **4.4 Anti-Bullying Policy**

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives that are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children 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. There have been no changes to this policy this year and it is available on the school website.

#### **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. There have been no changes to this policy this year and it is available on the school website.



## 5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2020 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2021
<p><b>Mission of Jesus Christ</b> Ensured the Foundational Values through systems, systems, symbols and behaviour for all stakeholders through:</p> <ul style="list-style-type: none"> <li>• Improved understanding of Scripture, Church, Traditions and Prayer to build greater awareness of Mission and Discipleship.</li> </ul>	<p><b>Mission of Jesus Christ</b></p> <ul style="list-style-type: none"> <li>• Increase staff and student understanding of social justice, through the foundational values, with Jesus Christ at the centre.</li> </ul>
<p><b>Learning and Teaching</b> Increased academic achievement in Literacy and Numeracy by:</p> <ul style="list-style-type: none"> <li>• Increased academic achievement in Reading.</li> <li>• Increased academic achievement in Mathematics.</li> </ul>	<p><b>Learning and Teaching</b></p> <ul style="list-style-type: none"> <li>• To further embed research based pedagogical practices to improve student outcomes in Mathematics and Writing.</li> </ul>
<p><b>Pastoral Care</b> Strengthened the level of connectedness for students by:</p> <ul style="list-style-type: none"> <li>• Students knowing that adults and peers within the school community respect, care for and value them.</li> </ul>	
	<p><b>Family School Partnership</b> Increase opportunities for families to engage with the St Agnes' community.</p>

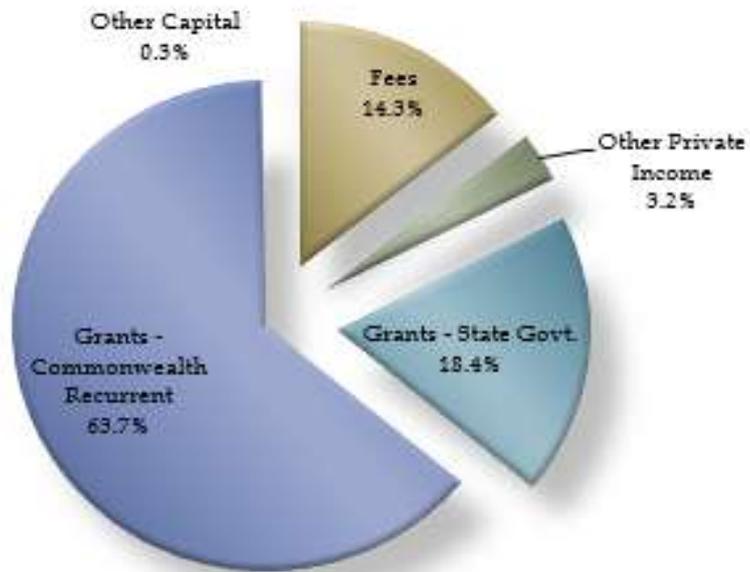
## 6.0 Financial Information

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 2020 is presented below:



## 2020 INCOME - St Agnes' Primary School PORT MACQUARIE



## 2020 EXPENSE - St Agnes' Primary School PORT MACQUARIE

