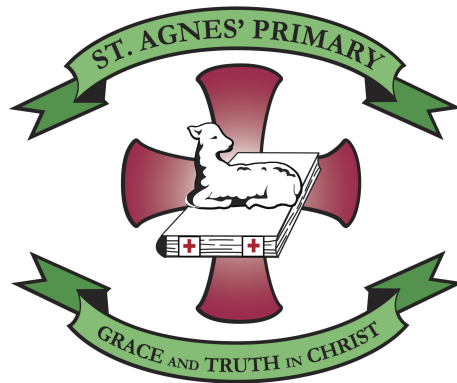


Annual School Report

2019 School Year

St Agnes' Primary School, Port Macquarie



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About this report

St Agnes' Primary School 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 2020 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.



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 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 teachings 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 combine to ensure that our school's mission is lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2019. 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 2019 the school:

- Continued to lead the Catholic Schools Office Year 6 to 7 Transition Writing Initiative with targeted development that showed excellent student growth. This initiative was implemented throughout the rest of the school, with positive student engagement and achievement in Writing outcomes.
- Achieved significant individual growth from many children involved in the Year 1 and 2 Reading Support project.
- Increased the Reading Support program to include Leveled Literacy Intervention (LLI) into Years 3 and 4.
- 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.
- Achieved significant individual growth for Year 1 students through the Extending Mathematical Understanding (EMU) program.

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 2019 the school:

- Staged the annual Creative Arts Spectacular event at Port Macquarie Panthers Club. The event was sold out and showcased 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 parent and community visitors.
- Continued its involvement with, and achievement in the Port Macquarie Dance Eisteddfod.
- Participated in the Hastings Da Vinci Decathlon. All students in Year 5 and 6 who were not able to attend the decathlon participated in a St Agnes' Decathlon enrichment day.
- Collaborated with St Joseph's Primary School Wauchope to apply for a shared Sustainability project grant. This resulted in school-wide sustainability practices, a student lead environmental group, a school composting system and a revised garden and waste management system.
- Participated in a Stage 2 Creative Arts Inquiry unit (Picasso Cow Project) in collaboration with Dairy Farmers Australia. During this project, the students learnt about the Australian dairy



industry, its products, health and nutrition benefits, farming and manufacturing processes - all while decorating a life-size fibreglass cow.

- Developed a collaborative partnership with students from Newman Senior Technical College, Port Macquarie, to design, plan and build a new Music Garden for students to enjoy.
- Participated in STEM/Digital technology enrichment days, in order to further embed STEM across all Key Learning Areas.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2019:

- 18 Students represented the Lismore Diocese at Polding Level in a variety of sports.
- One student competed at the Primary Schools Sports Association (PSSA) Swimming Carnival.
- Our Australian Football League (AFL) team were runners up at the Paul Kelly Cup Regional Finals.
- We had two teams reach the A and B finals of the Port Macquarie Rugby League All Schools Regional Carnival.
- External specialised coaches ran a variety of school-based programs in Cricket, AFL and Rugby League.
- Our Cross Country, Athletics and Swimming Carnivals had a high percentage of student participation.
- Our house leaders continued to promote a healthy and active lifestyle and helped facilitate a variety of before school and lunchtime programs.

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

1.2 A Parent Message

In 2019, the St Agnes' Primary School Parents and Friends' Association (P and F) had a very productive and successful year. We were very fortunate to be surrounded by a small but supportive committee that regularly attends our monthly meetings. The staff and committee worked collaboratively to support the initiatives that the P and F arrange.

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

The P and 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 School Newsletter. The meetings are a place where decisions are made and new ideas introduced.

In 2019, the P and F pre-purchased a selection of gifts for the children to purchase at the Mothers' and Fathers' Day stalls. It also held a breakfast on these allocated occasions. Another fundraiser that we organised was the opportunity to purchase movie tickets at a discounted price, in both June and December, which was very well supported by the school.

A new experience was offered to our school community this year in being able to participate in volunteering at the Ironman, a yearly event held in Port Macquarie. This supported both our local and travelling athletes and was very well attended by our school community.

Our fundraising efforts assist in enhancing our children's school experience. The P and F were able to contribute funds towards purchasing readers and quality literature sets, STEM resources, outdoor tennis tables, musical instruments for the Creative Arts department, a public address system (PA) for car park pick-up, lockable notice boards, garden club equipment and a wonderful new digital sign for the front of the school which is an effective way the school can communicate upcoming events to parents.

In 2019, the P and F again offered financial assistance to students attending Year 5 and 6 camps and those competing at a State sporting level. On behalf of the P and F and the school community, we presented a significant donation to the Port Macquarie Youth Hub who were very grateful for our support.

The P and F worked collaboratively with the school in assisting St Joseph's Primary School in Tenterfield who have been impacted by the long-running drought and more recently the bush fires. The students were provided with their stationery packs. A donation to St Joseph's at Wauchope was made to assist their school community as this was one of our local areas that were greatly affected by the recent bush fires.

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

Our P and 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.

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 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 37 years of Catholic education.

The parish priest Fr Paul Gooley 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).
- 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.
- Student Representative Council (SRC) running a Carols by Candlelight night to bring families together in the celebration of Jesus' birth and to raise funds for the Rural Fire Brigade. The SRC also facilitated the end of term whole school treats (talent and trivia shows) to build student connectedness.
- Partnership with the Parish to deliver Sacramental Programs for students in Years 2, 3 and 4.
- Support for Parish initiatives (Christmas Hamper Drive). Several staff and families 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.
- Years 4, 5 and 6 students being involved in Faith formation experiences (Accendere, Exuro and Incitare). This year these programs were organised for the whole grade after the cluster gathering with the help of Youth Ministry Officers and students from the Parish Secondary schools.

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 *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 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 2019	TOTAL 2018
Male	34	30	41	24	39	36	43	247	241
Female	36	29	34	36	36	36	33	240	258
Indigenous *	7	5	5	7	7	1	4	36	36
EALD *	0	1	7	7	5	2	0	22	21

* 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 2019 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
95.5%	94.7%	93.5%	94.1%	93.5%	95.0%	92.5%	93.7%

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 76 teacher(s); Provisional 120 teacher(s); Proficient 1635 teacher(s); Highly Accomplished 1 teacher(s); Lead 0 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 32 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 95.2%. This figure is provided to the school by the CSO.

During 2019, the Principal and one teacher went on maternity leave. One teacher transferred to another parish school for a 12-month exchange. Another teacher took 12 months leave. This had a flow-on effect to other leadership and teaching roles with new appointments required. At the end of 2019, the following teacher movements occurred:

- One teacher took twelve months of long service leave.
- One teacher retired.
- The teacher on 12 months leave extended their leave for another year.
- The teacher on parish school transfer took 12 months leave.

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 implementation of Positive Behaviour Support (PBS), a whole-school approach to 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 for all explicit behaviour teaching and learning again in 2019. The qualities that these words encapsulate are life-long skills that the 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.
- An important aspect of this whole-school approach 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 (4R's).
- In 2019, 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 are managed consistently across the whole school. Communication with parents was reviewed and new processes were created.
- Each week, the students were presented with a focus value and explicitly taught the expected behaviour. Through the use of an online platform (ClassDojo) and house points reward system, students were positively acknowledged 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 made. Communications regarding these positive choices were made more often, with the further review and enhancement of the PBS awards. 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 behaviour that was inconsistent with our 4R's, they were referred to lunchtime 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.
- Each week, the PBS team met and analysed our whole school data. The data was broken down into types of behaviour, areas within the school, grades, intensity, frequency and individual students needs. From the analysis, decisions were able to be made such as, behaviour reteach focus of the week, structured play activities, playground opportunities and small group interventions.

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.

- **DOLSIS Survey:** In 2019 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.
- **St Agnes' Parish Master Plan:** Our school engaged with other parish schools in thinking about how we could collaboratively develop a strategic plan for the future. Selected staff, parents and students formed a design team to organise a "Project Nest" - a visible space in the school where all community members could share their ideas to make our school a better place.
- **Parent Voice meetings:** These continued during 2019. Parents met monthly with members of the leadership team to discuss, give feedback and learn about whole-school processes and procedures.
- **P and F Meetings:** Further parent consultation occurred at the monthly P and F meetings held within the school grounds. During these meetings, parents were given the opportunity to share their ideas and perspectives around annual school improvement goals and how finances could best support resourcing.
- **Building Cultural Capacity:** Parents were involved in the further collection of information to support the Building Cultural Capacity approach that the school was adopting to drive school improvement and priorities.
- **Student Voice Sessions:** continued throughout 2019. 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 met reading benchmarks in Stage 1 have participated in the Succeeding Together as Readers (STAR) Program. Students who have not met Stage 2 Reading Benchmarks have participated in Leveled Literacy Intervention (LLI). Specialised teachers have worked with small groups each day to develop reading and comprehension strategies.
- This year we continued the Minilit Literacy Program to support students to develop their early literacy skills. The program was a success resulting in a clear growth in targeted 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. The EMU intervention program enabled students in Year 1 and Year 4 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.



- The whole school focus on writing was supported by Seven Steps to Writing Success training for all staff, combined with whole school data tracking of writing results, against the NAPLAN marking criteria. This led to student growth in confidence, ability and engagement alongside growth in teacher confidence in teaching writing. Staff members were involved in Peer to Peer observing, modelling and planning to develop this process.
- This year St Agnes' had a whole school focus on embedding STEM into our learning programs. A Leader of Science and Technology/Digital Pedagogy was appointed to provide teachers with professional learning opportunities to enhance their knowledge and understanding of best practice and pedagogy to embed STEM activities in their learning. Students continued to learn how to code with and without technology to increase their conceptual and computational thinking skills. Stage 2 students experimented with a simple circuit board called *Makey Makeys*. Year 3 made pianos using fruit, vegetables and other everyday objects. They also used *Makey Makeys* to make interactive Convict Diaries using the *Scratch* (coding) program. Stage 2 and 3 students explored design and coding challenges using *Spheros*. Stage 3 students used coding and *Microbits* (miniature computers) to create and design games.

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 life long learning, including - critical and creative thinking, collaboration, growth mindset and character education, based on ensuring that our students are able to be responsible, informed citizens, capable of making a genuine contribution to the world.

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 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 learning opportunities multiple times per week.

During 2019, the school initiated a whole school focus on developing creative writing skills. Whilst participating in this project, students were involved in cross-grade tutoring and mentoring in order to strengthen academic achievement and community relationships amongst the grades.

The whole school priority of social and emotional development has been furthered in 2019, with the continuation of the embedding of the Zones of Regulation curriculum into daily learning. Students have become comfortable using the Zones to express their emotions and are learning to solve problems with peers, using the tools-based approach.

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

- Representing the school and attending the local ANZAC Day march and ceremony.
- Volunteering to support the Port Macquarie Iron Man event as a way of showing community spirit.
- The Harmony Day Fun Run - which showcased the various cultures represented within our school community. Different grades chose a country or culture to represent at the event, and a percentage of the funds raised was donated to Caritas.



- The Grandparents Liturgy - which was facilitated by the Infants students. Grandparents travelled from regions all around the State to be acknowledged for the significant contribution they make to each of their families lives.
- Mentoring children from a neighbouring preschool, with Year 5 students teaching them new sporting skills and fostering positive social interaction.

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, 58 students presented for the tests while in Year 5 there were 70 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, school and student performance are 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 students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

**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	State	School	State	School	State	School	State	School	State	School
Reading	22.7	25.9	24.5	19.0	19.9	25.9	13.1	15.5	9.0	6.9	2.2	1.7
Writing	19.4	8.6	38.6	31.0	25.5	36.2	11.3	20.7	4.0	3.4	1.2	0.0
Spelling	23.2	3.4	24.8	15.5	20.2	24.1	14.3	22.4	6.6	5.2	4.6	3.4
Grammar and Punctuation	27.9	19.0	21.8	34.5	16.4	10.3	12.9	15.5	6.8	6.9	3.5	6.9
Numeracy	15.3	0.0	23.4	42.1	25.9	26.3	18.6	17.5	9.5	10.5	2.8	1.8

**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	State	School	State	School	State	School	State	School	State	School
Reading	15.0	4.3	22.8	38.6	28.2	34.3	18.4	15.7	9.1	4.3	3.8	1.4
Writing	5.6	8.6	13.4	11.4	32.2	32.9	31.9	30.0	10.9	12.9	4.4	2.9
Spelling	13.1	8.6	25.2	22.9	27.0	28.6	20.8	25.7	7.5	8.6	3.5	2.9
Grammar and Punctuation	13.9	10.0	22.0	18.6	21.5	27.1	20.1	24.3	10.9	17.1	5.7	0.0
Numeracy	10.5	7.1	19.3	21.4	28.5	42.9	25.3	24.3	11.0	2.9	2.7	0.0

Analysis of the Year 3 results showed that some students in Year 3 achieved above Band 6. In Spelling, 5.1% of students achieved Band 7 or 8. In Grammar and Punctuation, 6.9 % of students achieved Band 7. In Reading, 5.2% of students achieved Band 7.

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. A particular focus on Writing can be seen in the Year 5 Writing results with 21.4 % of students achieving in Band 7, 8 or 9. In Year 5 Spelling, 11.4% of students scored above Band 7. Year 5 Numeracy saw 12.8% of students achieve in Bands 8, 9 or 10.



NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Reading and Spelling. 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 2019 were:

Staff Professional Learning Activity	Date	Presenter
Seven Steps Writing	05/04/2019	Seven Steps
School Improvement- Building Cultural Capacity	05/07/2019	School Improvement Team, School Action Teams and School Leadership Team
Spirituality, Building Cultural Capacity & Mathematics	22/07/2019	Rick Galvin, Donna Sprague, School Improvement Team, Eloise Toombs, Claire Thurlow
Spirituality, NAPLAN Data Analysis, Positive Behaviour Support & English - Reading Pedagogy	14/10/2019	School Leadership Team

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	9	Trish Coelho
Stage 3 Mathematics	6	CSO Learning Services Team
Peer to Peer Learning Environment	1	Danny Rankin, Carolyn Carrigan
Successful Learners Conference	2	University of Sydney
RE Curriculum Design - Prayer Styles	30	Sarah De Byl
Hastings Cluster - English (Understanding the Literacy Learning Continuum)	4	CSO Learning Services Team
MAPA Certified Trainers	1	Crisis Prevention Institute
Quality Literature in the English Block	30	Lee Denton
Formative Assessment during the Maths Block	30	Peter Sullivan

The professional learning expenditure has been calculated at \$4650 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](#).

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.

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.

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. 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. 2019 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2020
<p>Mission of Jesus Christ</p> <p>Ensured the Foundational Values are visible through systems, symbols and behaviour for all stakeholders through:</p> <ul style="list-style-type: none"> • Staff formation around the foundational value of Jesus Christ at the centre of all we do. • Unpacking the discernment tool for the Jesus Christ foundational value with all staff. 	<p>Mission of Jesus Christ</p> <p>Ensure the Foundational Values through systems, systems, symbols and behaviour for all stakeholders through:</p> <ul style="list-style-type: none"> • Improving the understanding of Scripture, Church, Traditions and Prayer to build greater awareness of Mission and Discipleship.
<p>Learning and Teaching</p> <p>Increased student engagement through:</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. • Reviewing and refining Whole School Agreed Practice (WSAP) for Writing. 	<p>Learning and Teaching</p> <p>Increase academic achievement in Literacy and Numeracy by:</p> <ul style="list-style-type: none"> • Increasing academic achievement in Reading. • Increasing academic achievement in Mathematics.
<p>Pastoral Care</p> <p>Strengthened the level of connectedness for students by:</p> <ul style="list-style-type: none"> • Students knowing that the adults and peers within the school community respect, care and value them. 	<p>Pastoral Care</p> <p>Strengthen the level of connectedness for students by:</p> <ul style="list-style-type: none"> • Students knowing that adults and peers within the school community respect, care and value them.



<p>Family School Partnership</p> <p>Improved the effectiveness of communication with:</p> <ul style="list-style-type: none"> • Clear, relevant, timely and professional communication. 	

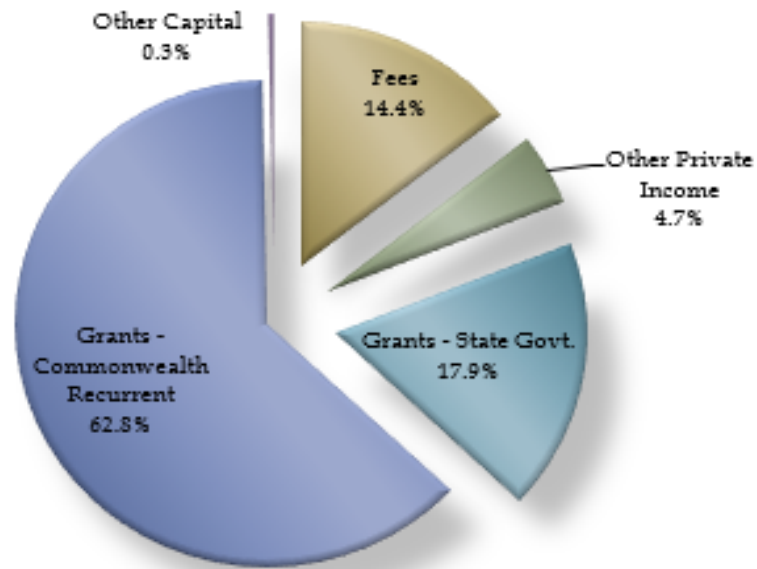
6.0 Financial Information

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 2019 is presented below:



2019 INCOME - St Agnes' Primary School PORT MACQUARIE



2019 EXPENSE - St Agnes' Primary School PORT MACQUARIE

