Annual School Report
2013 School Year

St Joseph’s Primary School, Port Macquarie

St. Joseph’s Primary
One in Christ

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Port Macquarie 2444

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Port Macquarie 2444

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About this report

St Joseph’s Primary School, Port Macquarie is registered by the Board of Studies (NSW) 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 to the parish school community and the achievements arising from the implementation of the school’s Strategic Management Plan and Annual Plan.

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

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2014 following its submission to the Board of Studies.

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 65833848 or by visiting the website at:

www.pmacjlism.catholic.edu.au
Principal’s Message

The primary purpose of St Joseph’s 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 Joseph’s Primary, Port Macquarie offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities 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 2013. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph’s Primary, Port Macquarie has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- NAPLAN results for 2013 indicate positive trends for student Literacy development. Staff has participated in extensive professional development in the area of Spelling. Quality Writing programs ensure students are able to write increasingly sophisticated persuasive texts. Staff attended professional development on the teaching of Persuasive Texts and a number of staff have completed the Persuasive Writing Markers Certificate. The Schools writing results are well above the state average

- Targeted Literacy Support structures including Literacy Support Teams, the Reading Recovery Program, and a common and agreed approach to pedagogy continued to enable students to build on reading skills and strategies.

- NAB Schools First Award winning partnership with Newcastle University consolidated NEWCUM (targeted mathematics program involving 4th year Newcastle University students completing their Advanced Mathematics unit at St Joseph’s and incorporating 30% of this course structure to small group facilitation) to improve student automaticity and problem solving skills in Mathematics.

- Programs in Speech & Drama, Creative Minds and Tournament of Minds provided extension and enrichment opportunities for gifted and talented students.

- The School achieved 2nd place in the State Tournament of Minds challenge, which measures creativity and innovation among a select group of children placed in a problem solving situation

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:
• The extensive Speech and Drama program enables student participation in Eisteddfods and other community events. Students achieved excellent results in the Trinity College of London Speech Exams.

• Continuation of the program with Mount Carmel, which promotes an insightful and rewarding connection between St Joseph’s Year 4 students and the elderly residents of Mount Carmel House.

• Continuation of lunchtime clubs and activities and after school classes in Dance, Chess, Cards, Passive Play, Multi-sports, ICT, Science, and Speech and Drama.

• The development of the Junior and Senior School Choirs, and the growth of the School Band.

• Introduction of ‘Dance Fever’ and the St Joseph’s Dance Team who achieved second place in a field of fifteen in the Port Macquarie & District Eisteddfod.

• Consistent representations at community events such as the Anzac Parade, Remembrance Day and, Carols by Candlelight.

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

• The range of activities offered outside the regulation school sporting context included Gymnastics, Dance, Intensive Swimming, Gross Motor/Engine Room, Hot Shots Tennis, Basketball, Cricket and Rugby.

• The school encouraged and endorsed participation in community events such as triathalons, gymkhanas, Little Athletics, team sports and surf life-saving.

• The school achieved representation in all sports at School, Zone and Diocesan levels. A select number of individuals represented at Polding, State and Australian level.

• Students participated in non-competitive Gala days where the emphasis was on participation and the associated health benefits.

• All students participated in School Athletics, Cross Country and Swimming Carnivals.

• Two students participated in the Diocesan Talented Athletes Camp.

There were many people who assisted in creating and motivating children’s engagement. In particular special thanks are extended to the parent body and the school staff for their continued enthusiastic partnership in providing these additional opportunities in education.

Geoff Leary
Principal
A Parent Message

Parent involvement is highly valued at St Joseph’s Primary School. We have a very hard working Parent Assembly Representative and support team and an industrious number of parents involved in the P & F Committee.

During 2013 Parent Assembly Representatives addressed Kinder Parent meetings, Parent and Friends meetings and whole school meetings. The team offered parents opportunities to listen to a variety of guest speakers throughout the year, covering diverse areas to help develop parenting skills. They provided a welcoming face to new Kinder parents at pre-enrolment orientation days as well as “Morning Cuppas” to encourage community and school liaisons. They also provided opportunities for networking through social functions and information nights. The Parent Assembly continues to add to the Parent Resources for the school library in the form of books and DVD’s.

During 2013, the P & F organised the Pool Party, the Bago Bash and St Joseph’s Golf Day. These and other events held throughout the year provide parents with an opportunity to organise and participate in fundraising ventures and in turn instil a sense of pride when the proceeds can be directly connected to student engagement within the school, such as new computers in the IT Lab. Whilst providing extra funds for the school, many events were organised as an opportunity for families to gather in a social setting to foster relationships within the school community, an aspect which is embraced by St Joseph’s Primary School.

A network of Class Parents is promoted through parents nominating to be on the list as contact members. These people provided meals to families in need during the year and support staff and the school community when required.

Parents are also involved as tutors, mentors and presenters in an area of interest, as well as assistants at sports carnivals, library, canteen, and excursions. Parent/Teacher interviews were offered in Term 1 and parents received a written report in Terms 2 and 4 with interviews if requested. Parents are able to request a “Cohort Comparison Chart” which showed distribution of the common grade scale (A-E). Parents of students with Additional Needs are invited to Individual Education Plan (IEPs) meetings and were able to request a modified Student Progress Report for their child.

Peta Rourke & Rosie Adams
Parent Assembly Representatives

Trevor Boorman
St Joseph’s Primary parent and
P & F President
This Catholic School

St Joseph’s Primary, Port Macquarie is located in Port Macquarie and is part of St Agnes’ Parish which serves the communities of Port Macquarie, Lake Cathie, Wauchope, Rawdon Island and Telegraph Point. School families are drawn from the towns and communities of Port Macquarie, Wauchope, Lake Cathie, Telegraph Point, Rawdon Island, Blackmans Point and Bonny Hills.

During 2013 the school celebrated 100 years of Catholic education.

The Parish Priest, Father Leo Donnelly and our School Chaplain, Father Amilla are involved in the life of the school.

St Joseph’s 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 such activities as:

- Participation at parish Sunday Masses and morning teas
- Participation in parish Sacramental Programs
- Involvement with and support for Mount Carmel House within St Agnes’ Retirement Village
- Rosary bead making with the students from St Joseph’s supported by local parishioners
- Growth of the Mini Vinnies Team
- Implementation of the Making Jesus Real resource, and provision of faith leadership opportunities for Stage 3 students.

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 this parish school are guided by Catholic Education in the Diocese of Lismore, through the Foundational Beliefs and Practices – The Essential Framework. 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 parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

Our Parish School Mission Statement highlights the nature and calling of the school.
St Joseph’s Primary, Port Macquarie caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

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<th>3</th>
<th>4</th>
<th>5</th>
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<th>TOTAL 2013</th>
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<td></td>
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<td></td>
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**School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies 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 also study Religious Education.

A strength of the school curriculum is the strategic programs, strategies and initiatives that cater for a diverse range of student interests, talents and abilities. St Joseph’s Primary School delivers targeted intervention to students requiring learning support, including Reading Recovery, Support a Talker and Individual Education Plans/Indigenous Personalised Learning Plans. The school also extends gifted and talented students across the curriculum and through a range of programs and activities including Creative Minds, Talented Writers, Tournament of the Minds, sporting representation, Speech and Drama, Visual Arts, Dance and Music tutoring and performances. The school continues to develop curriculum adjustments, differentiation and goal setting to personalise and enhance the learning for each child. The assessment procedures of the school are informing quality teaching and learning experiences to promote each child learning at a high level.

The introduction of a Leader of Pedagogy in 2013 has been instrumental in embedding the practices of a Professional Learning Community and 21st Century Learning through the lens of the Contemporary Learning Framework (CLF). Staff are incorporated in continuous, job-embedded professional development through their participation in Professional Learning Teams, which focus on changing pedagogy and being responsive to assessment data in order to support all children learning at high levels.
Technology as a tool for teaching and learning is a priority for ongoing staff development. Technology helps promote increased student motivation, engagement and learning. Specialised technology lessons are also offered to children after school hours. Significant planning has taken place for the introduction of new and wide-ranging capacities in technology (including hardware purchases, wireless access and education across use and application).

Student well-being and pastoral care scaffolds the curriculum at St Joseph’s. The Religious Education curriculum and other initiatives such as Rock Water, Making Jesus Real, LAP, Peer Support, clubs and the School’s Behavioural Care and Education Policy are significant components of our total effort to improve students social and emotional well-being and their ability to access the curriculum.

**Student Performance in National Testing Programs**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 51 students presented for the tests while in Year 5 there were 51 students.

In Literacy there were four elements tested. These were reading, writing, spelling, 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.

In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St Joseph’s Primary, 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 SMART 2 analysis workshops.

The following data indicates the percentage of St Joseph’s Primary, 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

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<td>7.5</td>
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<td>3.2</td>
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<td>School</td>
<td>23.9</td>
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<td>7.7</td>
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<td>2.0</td>
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<tr>
<td>State</td>
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<td>27.5</td>
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<td>43.1</td>
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<tr>
<td>School</td>
<td>21.5</td>
<td>7.8</td>
<td>8.3</td>
<td>2.0</td>
<td>2.8</td>
<td>2.0</td>
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The NAPLAN results show that students have performed favourably during 2013. This is largely due to the effectiveness of the school’s targeted early intervention programs and structures and processes promote through Professional Learning Teams. Additionally, teachers at the school believe that student engagement levels have increased through quality teaching and learning programs, the implementation of small group learning in Literacy and Numeracy and the prioritising of literacy and numeracy programs in school resourcing and timetabling. Student achievement in Writing and Spelling reflects the impact of professional development in recent years.

The solid growth of students between Year 3 and Year 5 also reflects the success of teaching and learning initiatives such as personalised learning, effective teacher feedback and goal-setting, targeted programs and the increased use of technology.
Teacher Standards and Professional Learning

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>21</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>18</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>1</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>11</td>
</tr>
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</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the 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 2013 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
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</thead>
<tbody>
<tr>
<td>Whole School Planning</td>
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<td>School Executive</td>
</tr>
<tr>
<td>Australian Curriculum in NSW</td>
<td>2</td>
<td>School Executive</td>
</tr>
<tr>
<td>Australian Curriculum in NSW</td>
<td>3</td>
<td>School Executive</td>
</tr>
<tr>
<td>Spirituality Day</td>
<td>3</td>
<td>School Executive</td>
</tr>
</tbody>
</table>

In addition to this staff attended either individually or in groups a range of professional development opportunities including:

- Positive Partnerships - a whole school approach to supporting students with Autism Spectrum Disorder
- Unmistakable Impact - Jim Knight
- Visible Learning - John Hattie
- Australian Curriculum in NSW
- Boys in Education
- Spelling - Natalie Green; Words Their Way
- Early Learning Plans - Numeracy Continuum
- Positive Behaviour Management including Non Violent Crisis Intervention

The professional learning expenditure has been calculated at $7585 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 96.01. This figure is provided to the school by the CSO.

**Student Attendance**

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. 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 their leave request.

The average student attendance rate for the school during 2013 was 94%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>93.93</td>
<td>93.01</td>
<td>93.01</td>
<td>93.00</td>
<td>94.45</td>
<td>94.26</td>
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</table>
School Policies

School policies are reviewed regularly. In 2013 the following policies were reviewed, updated or constructed:

- Anti-Bullying
- Pastoral Care including Behavioural Care and Education
- All WHS Policies
- Assessment

Enrolment Policy

Every new enrolment at St Joseph’s Primary, 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.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office. The School Enrolment Policy explains the Parish enrolment guidelines.

Student Welfare Policy, Pastoral Care Policy

The welfare, well-being and pastoral care of students is paramount at St Joseph’s Primary School. Through our Behavioural Care and Education Policy we aim to provide a happy and safe environment for all with the focus on respect, justice, equality, love and restorative processes. Our policy is available to parents through the Parent Handbook, in the parent section of the School Library and on the school website. Student welfare programs to support students and parents include:

- Making Jesus Real
- Peer Support – leadership program
- Religious Education and Sacramental programs
- Personal Development and Health programs
- Learning Assistance Program (LAP)
- Rock Water
- Year Six High School Transition Program
- Kinder/Year 6 Buddy Support Program
• Inter-school Transition
• Individualised programs supported by Educational Assistants
• Recognition of individuals or groups through awards
• Professional counseling and sand play therapy
• Emotional Release Counseling
• Peer programs such as peer tutoring, cross-age tutoring
• Monitoring and support initiated through the School Chaplain.

**Discipline Policy**

The Discipline Policy of St Joseph’s is embedded in our Behavioural Care & Education Policy. The ultimate aim is to develop self-discipline and education about relationships within a community. We believe that proactive procedures, clear expectations and restorative justice are critical in developing an environment that fosters positive self-discipline.

**Complaints and Grievance Policy**

The rationale of our Grievance Policy indicates that positive, clear and effective processes for resolving grievances between the school and community members assists in the building of strong relationships, dispels anxiety and ultimately provides students with an enhanced learning environment. The policy aims to provide clear, positive and fair processes that allow grievances to be aired in a timely and effective manner. All formal discussions and processes involving grievances will be documented. The Principal will provide community members with appropriate contact names and numbers if grievances are not resolved. The Policy is available on the school website or can be requested through the front office.

**School Determined Improvement Targets**

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2013 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school’s main goals and priorities were to:

• Introduce a Leader of Pedagogy to support the work of our Professional Learning Community.
• Identify essential learning and contemporary skills and strategies to ensure student mastery
• Build collaborative learning teams to enable staff collaboration and pedagogy to enhance student learning
• Support staff in becoming familiar with the Australian Curriculum in NSW-English and Science & Technology, ready for implementation in 2014.
• Personalised learning including the initiation of Indigenous Personalised Learning Plans; 3 Way Interviews in Years 4-6; and greater use of Early Learning Plans to track student development.

• Develop a whole school approach to supporting students with additional needs, including those with Autism Spectrum Disorder

Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways:

• Behavioural Care and Education Policy
• Religious Education program
• Values and attitudes within Key Learning Areas eg. HSIE, Science and Technology, PDHPE
• Rock Water Program
• Peer Support Program
• Student Representative Council
• Mini Vinnies
• Participation at Anzac Day, Remembrance Day and other community services
• Participation in school-based clubs and programs such as Mini Vinnies, Garden Club and a visitation program to the elderly
• Evaluating the need and merit of ‘Making Jesus Real’

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. Formal evaluations followed parent education/information opportunities. Parents indicated they valued and appreciated being educated about more effective strategies to assist their children with reading. Students, staff and parents negotiated the implementation of the Behaviour Care and Education Policy. Feedback indicated broad acceptance of the spirit and practises of the policy. The weekly Students representative Council (SRC), staff pastoral care meetings and monthly P & F meetings continue to inform and direct future decision making.
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 2013 is presented below: