

Annual School Report

2021 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 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 2022 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 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.

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

The students' achievements and accomplishments were showcased throughout 2021. 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 2021 the school:

- Provided the opportunity for students from Kindergarten to Year Six to participate in the Premier's Reading Challenge with students achieving all the way to gold-level status for consistent reading.
- Had 74 enrolments in the University of NSW ICAS (English, Mathematics, Science, Digital Technologies, Spelling and Writing) Competitions with 27 achieving at a high distinction, distinction or credit level.
- Increased achievement in Stage Three reading results due to targeted intervention, coaching, mentoring and teacher support.
- Achieved excellent results from the Extending Mathematical Understanding Intervention, with students leaving the program no longer vulnerable in Mathematics.
- Accessed additional resource and staffing opportunities so that all children in Year One were able to complete lessons using Virtual Reality (VR) software and equipment. This initiative was partnered with another local parish school.

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 2021 the school:

- Hosted NAIDOC Week Celebrations with a local guest Indigenous Music and Dance performer.
- Provided opportunities for our Year 6 Student Leadership Team to engage with community members in the areas of Health, Religion, Sport and Community Outreach.
- Participated in organised activities with the ROTARY group.
- Installed the new Indigenous Gathering Circle.
- Coordinated activities for 'Craft for Service' as a fund-raising venture with links to social justice focus.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2021:

- The school was successful in gaining Sporting Grants for Golf and Basketball. This meant that outside professionals came to the school to support and lead the teaching of these individual skills.
- Students reached Zone, Diocesan, and Polding levels in swimming, cross-country, touch football, rugby league, rugby union, and hockey.
- We welcomed parents back into the school as spectators for the Cross Country and Athletics carnivals.



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.

Ginaya Yarnold
Principal

1.2 A Parent Message

In 2021, the St Agnes' Primary School Parents and Friends' Association (P&F) again 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 when we were able to. All meetings changed from face to face to online. The leadership team, staff and committee all worked together to support the initiatives that the P&F organised. Special thanks to Ginaya Yarnold and the teaching team for continually guiding and supporting the P&F.

Unfortunately, due to government restrictions and the impact of COVID-19 many events were again cancelled including the Fair, Mothers' and Fathers' Day stalls and breakfasts. Luckily some of the annual events were able to go ahead, including the annual Golf Day when \$4,500 was raised and the School Disco which raised \$1,500. We were also successful in winning an Essential Energy Grant for \$900 last year. Thank you to all of the committee members and parents, sponsors that assisted with making these events a great success.

Due to the healthy bank balance that has been acquired over the years, in 2021 the P&F were able to contribute significant funds to proposals for the Library, Creative Arts, Outdoor Play and further enhancements to the playground. The P&F have been able to implement some of the wish list items and continue to plan and spend for the future. Decisions about allocation of funds raised have been made by staff, parents and the committee of the P&F, with a focus on how the funds are spent to benefit the children.

Thank you to other committee members for all of your support, guidance and finding the time in your busy family lives to take on these committee roles. To all the wonderful parents who attended P&F meetings, we greatly appreciate your support and time, and look forward to seeing you more in person this year. I look forward to playing an active role within the school community for many years to come.

The P&F will continue to meet the third Monday of the month and actively encourages parents to come along and have an input into the decisions that are made for our children. The dates and venues are communicated through the School App, School Newsletter and the Facebook page, which is now a popular method of communication and connection, with the audience growing to over 400 people. Which brings me to the awesome staff in the office, who provide so much assistance to the P&F.

We are committed to helping the school in as many ways as possible. We will continue to communicate effectively and have lots of fun and hopefully support some exciting school events this year. It has been my absolute pleasure to be involved as President and I look forward to supporting the school and the P&F in 2022 and for many years to come.

Leasa Harris
President
St Agnes' Primary P&F 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' Catholic Parish which serves the communities of Port Macquarie, from which the school families are drawn.

Last year the school celebrated 39 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:

- Continuation of student Ministry Leadership Team in Year 6.
- Participation at Sunday night St Agnes' Parish Youth Mass (Music Ministry, Altar Serving and Reading).
- Involvement in social justice initiatives such as CARITAS, Catholic Missions and the Winter Clothing Appeal.
- Providing support for Parish Initiatives (Christmas Hamper Appeal).
- Providing opportunities for Year 4, 5 and 6 students to be involved in faith formation experiences (Exuro and Incitare).

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 2021	TOTAL 2020
Male	32	45	37	36	47	31	45	273	261
Female	42	33	33	31	39	35	33	246	232
Indigenous *	11	9	8	6	6	7	8	55	42
EALD *	1	2	4	3	9	8	7	34	25

* 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 2021 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
92.0%	95.0%	94.0%	94.0%	92.0%	93.0%	93.0%	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 57 teacher(s); Provisional 44 teacher(s); Proficient 1486 teacher(s); Highly Accomplished 1 teacher(s); Lead 1 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 26 teacher(s) accredited with NESAs, 24 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 19 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.0%. This figure is provided to the school by the CSO.

- The Principal returned from a period of Maternity Leave and previous Acting Principal that held the substantive position of Assistant Principal (Learning and Teaching) was appointed as Principal for a smaller Catholic school within the Hastings area.
- COVID-19 funding allowed for the employment of staff to individually focus on supporting Reading development of children that were impacted by school closures and limited access to school for different periods of 2020.
- The additional enrolment applications at the start of 2021 allowed for class expansion in Years Three and Five. This involved both class groups returning to three classes in each grade. Additional staff appointments were required to support these two extra classes.

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:

- The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. 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 2021. 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 4Rs, 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 regard 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 2021 students and staff contributed generously to social justice appeals, including St Vincent de Paul, Caritas, Christmas hampers, 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.

- Extensive feedback was provided from parents regarding our communication processes. This feedback will be used to inform new changes in 2022.
- During Parent/Teacher/Student Interviews, online feedback surveys allowed a further opportunity for parents to provide further information about their experiences.
- P & F Meetings: The majority of P & F meetings were 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 2021. During these sessions, the students were provided with opportunities to actively participate in decision making around their learning and SRC initiatives.
- Throughout the year, parents are encouraged to offer feedback on a range of different issues. This can be verbal, written or through group opportunities.

3.0 Teaching and Learning

3.1 School Curriculum

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

- A new whole school initiative for staff was introduced. The Learning Collaborative is a CSO (Catholic Schools Office) driven focus that aims to improve student outcomes in Writing. Whole staff professional learning ensured that all members of the community were engaging in the improvement focus. The collection of data from pre and post-assessments using NAPLAN criteria have shown that these maintained practices have resulted in improved student outcomes.
- 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 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.



- 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.

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.

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 2021, 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.

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 2021, 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:

- Awareness raising around things that impact our community such as Cancer and Dyslexia.
- Parish Flood Recovery Appeal.
- Parent/School partnerships collaboration for the Annual Golf Day fund-raising event.
- Lunchtime dance experiences.
- Parish Sacramental programs.

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, 62 students presented for the tests while in Year 5 there were 62 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										
Reading	22.0	9.7	22.0	32.3	19.0	22.6	13.0	9.7	8.0	9.7	3.0	0.0
Writing	20.0	null	37.0	null	23.0	null	9.0	null	4.0	null	2.0	null
Spelling	23.0	8.1	23.0	25.8	20.0	27.4	13.0	21.0	7.0	8.1	5.0	4.8
Grammar and Punctuation	22.0	14.5	24.0	29.0	19.0	24.2	10.0	11.3	6.0	8.1	4.0	4.8
Numeracy	14.0	4.8	22.0	22.6	27.0	35.5	19.0	14.5	10.0	14.5	3.0	3.2

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

BAND	8		7		6		5		4		3	
	State	School										
Reading	16.0	12.9	25.0	16.1	27.0	41.9	18.0	9.7	8.0	9.7	3.0	0.0
Writing	8.0	3.2	17.0	21.0	33.0	30.6	27.0	37.1	10.0	6.5	3.0	1.6
Spelling	15.0	6.5	28.0	32.3	24.0	25.8	17.0	21.0	8.0	11.3	4.0	1.6
Grammar and Punctuation	13.0	9.7	21.0	21.0	27.0	32.3	20.0	24.2	9.0	4.8	5.0	4.8
Numeracy	10.0	4.8	21.0	21.0	29.0	35.5	24.0	27.4	10.0	11.3	3.0	0.0

As can be seen from the table the percentage of students in the top three bands in Reading and Numeracy is pleasing. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Grammar and Punctuation. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years. Unable to be reported in a graph included the percentage of students who have performed above Band 8 in all assessments.

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 2021 were:

Staff Professional Learning Activity	Date	Presenter
School Administration Day	27/01/2021	School Leadership Team
Learning Collaborative: Improving Student Outcomes in Writing	19/04/2021	Learning Collaborative Team, School Leadership Team
Proclaim	05/05/2021	Donna Sprague, Ginaya Yarnold, Kate de Bressac
Learning Collaborative: Improving Student Outcomes in Writing	12/07/2021	Learning Collaborative Team, School Leadership Team
Spirituality Day	19/11/2021	Ginaya Yarnold, Donna Sprague, Kate de Bressac

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

Activity	Staff numbers	Presenter
Succeeding Together as Readers	2	CSO Additional Needs Team
RENEW	6	Michael McDowell
Learning Collaborative	6	Lyn Sharratt
MAPA Training	10	Kara Collyer, Kate de Bressac, Cheryl Howard
Child Protection	50	Kylea Lane

The professional learning expenditure has been calculated at \$3198 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. 2021 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2022
<p>Mission of Jesus Christ Goal: Increase staff and student understanding of social justice, through the foundational values, with Jesus Christ at the centre. Outcomes: Catechesis: To increase catechetical knowledge and understanding. - Renew in Stage 3 - shared pedagogy with other grades. - Engaged in professional development. - Understanding Scripture for all Religious Education units included elements of social Justice, with links to scripture. Evangelisation: Increase staff, student and family participation in social justice. - Provided opportunities for school representation and participation in the wider community. - Celebrated student social justice involvement in the community. - Continued implementation of Yr 6 student leadership groups. - Student newsletter was sent home to highlight actions linking social justice monthly. - Five minute segments on social justice around the grounds at assembly.</p>	<p>Mission of Jesus Christ Goal: Increase staff and student understanding of social justice, through the foundational values, with Jesus Christ at the centre. Outcomes: Catechesis: To increase catechetical knowledge and understanding. - Extend RENEW into other areas of the school. - Staff to engage in professional learning about RENEW (including RENEW trained staff sharing knowledge with new teams through HYS). - All grades to trial elements of RENEW methodology in RE teaching in at least one unit. Evangelisation: To increase staff, student and family participation in social justice. - Promote opportunities for school to engage in school, grade and community masses/liturgies. - Provide opportunities for involvement in local community and school social justice initiatives. - Celebrate and share instances of involvement in local community and school social justice initiatives. - Investigate opportunities to have different grades across the parish to host music ministry together.</p>
<p>Learning and Teaching Goal: Improve student outcomes through evidence based practice. Outcome: Literacy: To improve student outcomes in writing. - Engaged with and applied methodologies from the Learning Collaborative. Numeracy: To improve student outcomes in Number strands. - Targeted professional learning on highlighting connections between strands through multiplicative thinking to increase staff capacity eg high yield strategies. - Used data to inform practice understanding the indicators of student engagement (professional learning).</p>	<p>Learning and Teaching Goal: Improve student outcomes through evidence based practice. Outcome: Literacy: Embed methodologies from the Learning Collaborative. - Increase in use of high yield strategies as evidenced by coaching record, COI process and Action Research sharing. - Development of the whole school data wall and use of Case Management meetings to analyse and action this data. - Use of data wall to inform practice. - Teachers to identify what their professional learning needs are. Numeracy: To improve student outcomes in Number strands. - Teaching teams use student data to inform instruction daily. - Teaching teams use data today for tomorrow's teaching (Review Scope and Sequence). - Increase staff capacity to highlight connections between strands through multiplicative thinking (Carried over from 2021 plan due to COVID-19 restrictions). - All teachers will engage in professional learning around the new syllabus.</p>
<p>Family School Partnership Goal:</p>	<p>Family School Partnership Goal:</p>



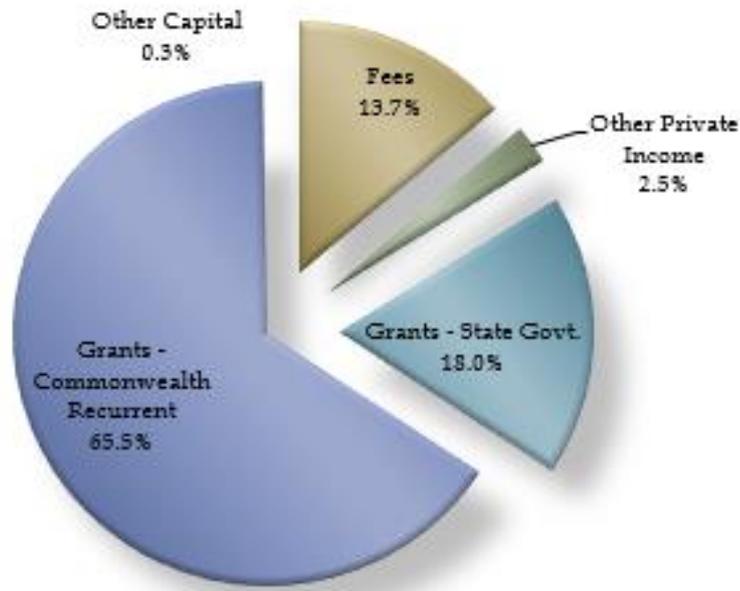
<p>Increase opportunities for families to engage with the St Agnes' community.</p> <p>Outcome:</p> <p>Increase staff, student and family participation in opportunities to connect with the community.</p> <ul style="list-style-type: none"> - Increased presence at community events. - Increased engagement in learning through Seesaw. - Increased social media presence through more posts. - Increased our understanding of what parent partnerships look like. - Investigated reasons why families were not engaging (past) in current opportunities. - Utilised voices from the field data. - Investigated and increased opportunities for joint initiatives between high schools, pre schools, senior citizens, St Agnes' Care and Lifestyle. - Innovatively used technology to link and engage families, eg, broadcast assembly, events, etc. 	<p>Increase opportunities for families to engage with the St Agnes' community.</p> <p>Outcome:</p> <p>Increase staff, student and family connection to student learning, the school, and each other.</p> <ul style="list-style-type: none"> - Explore opportunities to enhance reciprocal communication of learning through Seesaw and other methods during learning time. - Further develop communication processes that focus on parent engagement. - Increased family involvement in school events such as sports carnivals, fun days and ceremonies. - Facilitate opportunities for families to connect with each other through class parents, school based social activities. - Scope parent engagement opportunities across the year (education and wellbeing). - Increase teacher and parent understanding on what 'partnership in learning looks like in the 21st Century' and plan/decide upon joint actions together.
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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 2021 is presented below:

2021 INCOME - St Agnes' Primary School PORT MACQUARIE



2021 EXPENSE - St Agnes' Primary School PORT MACQUARIE

