Annual School Report
2015 School Year

St Joseph’s

South Grafton
About this report

St Joseph’s South Grafton is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (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 BOSTES requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report must be available on the school’s website by 30 June 2015 following its submission to the BOSTES.

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 6642 2899 or by visiting the website at http://moodle.sgrafplism.catholic.edu.au/
1. **Messages**

1.1 **Principal’s Message**

The primary purpose of St Joseph’s South Grafton Catholic 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 Joseph’s South Grafton 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 2015. 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 South Grafton has earned as an exemplary school.

The following list provides an indication of the school’s academic achievements. In 2015 the school:

- Participated at Credit or Distinction level in ICAS national competitions with our best result in the University of NSW Writing and Maths Competition.
- Participated with success in the local schools’ Chess competition where several students received individual awards.
- Had one student receive a highly commended recognition from the NSW RSL Sub branch for her ANZAC DAY poem which was read out at our local service.
- Achieved excellent results in the Year Six Religious Education test with four students receiving Distinctions – this is the highest proportion of students to receive a distinction since the test’s inception at our 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 2015 the school:

- Visited Nursing homes each week.
- Entered a team in Relay for Life.
- Entered the Daily Examiner local schools sports challenges.
- Participated in Eisteddfods in song, speech and dance, a Community Arts exhibition, the Jacaranda Festival and Grafton Show Exhibitions.
- Provided opportunities for the School Drum band to perform.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2015 the school had:

- 21 Zone swimming representatives and four Diocese swimming representatives.
- 27 Zone Athletics representatives and five Diocese athletics representatives.
- 29 Zone Cross Country representatives and one Diocese Cross Country representative.
- Nine Diocese Winter Sports representatives with one student making it to the Polding team in Basketball.
- The soccer team make the final stages of the Diocese knockout which is our greatest achievement in this competition.

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 Joseph’s South Grafton is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Frank Jones
Principal
1.2 A Parent Message

The official parent body of St Joseph’s South Grafton is the Parents and Friends (P&F) association which consists of school leaders and seven parent representatives who meet monthly. The role of the P&F is to:
- Enhance the partnership between the school and families.
- Give parental advice and feedback on a range of issues to school leaders.
- Provide a link with parents.
- Represent parents of the school when required.
- Review school policies and procedures.
- Assist with parent education and parent forums.

In 2015 the group met on 8 occasions and welcomed a number of new parents at each meeting. The group meets twice per term and discusses a range of issues. The group also meets outside these twice per term scheduled meetings to organise major events.

Prominent on the agenda for the group were issues such playground resources, BYOD matters and the Uniform Policy.

Other matters on which the Board members were able to advise the school administration included:
- Proposed changes to uniform items
- ICT plans for 2015 and beyond

Henry Sheehan  
President, St Joseph’s South Grafton Parents and Friends

2. This Catholic School

2.1 The School Community

St Joseph’s Primary School is located in South Grafton and is part of the Clarence Valley Parish which serves the communities of South Grafton, Grafton Copmanhurst and Cowper.

School families are drawn from these towns and the communities of Nymboida, Orara Valley, Copmanhurst, and Ulmarra. Last year the school celebrated 155 years of Catholic education.

The Parish Priest Fr Jim Griffin is involved in the life of the school and the school receives the pastoral support of Frs Peter Wood and Bing Monteugado.

St Joseph’s 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 such as:
- Youth Masses and school involvement in weekend worship.
- Mini Vinnies.
- Nursing Home visits.
- Altar servers.
- Various other ministries during weekend and week day worship.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school’s prayer life.

The aims and direction of our parish school are guided by Catholic Education in the Diocese of Lismore, the 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 parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.
The parish school Mission Statement highlights the nature and calling of the school.

**Mission Statement** – Our core mission on behalf of the Parish community of the Clarence Valley is to witness the Gospel of Jesus Christ to the children in our care. We aim to offer an excellent personalised education in partnership with families, in an environment that is caring, nurturing and challenging so that the children can attain their full physical, spiritual, academic, physical, social and cultural potential.

**Vision Statement** – Always with Christ at the centre of any experience, St Joseph’s strives to provide every student with high quality personalised learning and diverse opportunities with the aim of developing lifelong learners with a Catholic World View.

### 2.2 School Enrolment

St Joseph’s South Grafton caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL 2015</th>
<th>TOTAL 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>9</td>
<td>9</td>
<td>13</td>
<td>15</td>
<td>8</td>
<td>13</td>
<td>9</td>
<td>76</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>10</td>
<td>8</td>
<td>15</td>
<td>16</td>
<td>10</td>
<td>11</td>
<td>7</td>
<td>77</td>
</tr>
</tbody>
</table>

Indigenous count included in first two rows

|       | 1 | 2 | 5 | 3 | 0 | 1 | 3 | 15 | 16        |

LBOTE (Language background other than English) count included in first two rows

|       | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 4 | 3         |

The figure of 153 Students at August increased by November to 170 students.

### 2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents’ legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each term by the principal. The school uses the attendance coding system adopted in all NSW schools. 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 the leave request.

The average student attendance rate for the school during 2015 was 95%. School attendance rates disaggregated by Year group are shown in the following table.
<table>
<thead>
<tr>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rates by Year group</td>
<td>96%</td>
<td>95%</td>
<td>93%</td>
<td>92%</td>
<td>89%</td>
<td>95%</td>
</tr>
</tbody>
</table>

### 2.4 Teacher Standards and Professional Learning

#### Teacher Qualifications / Staff Profile

<table>
<thead>
<tr>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</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>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed at the school.</td>
</tr>
</tbody>
</table>

### 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94%. This figure is provided to the school by the CSO.

### 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 primarily through the use of MJR (Making Jesus Real) but also in a number of other ways. For example during 2015 students were involved in a range of outreach activities, including fortnightly visits to the local nursing home where students spent time entertaining and speaking with the elderly residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas.

Teacher and student interaction is based on mutual respect and reinforced both implicitly and explicitly.
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:

- Annual School Improvement survey of teacher, student and parent and associated analysis.
- Formal and informal Teacher appraisals.
- Informal student principal and executive discussions.
- Opportunities for feedback through the school website.

3. Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) 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.

Our daily curriculum is driven by the following four critical questions, which we reflect on and plan from in our Professional Learning Teams (PLT):

CQ1. What should students know and be able to do? Here we consider the goals. What should students know, understand, and be able to do? What “enduring” understandings are desired? What specific knowledge and skills are targeted in the goals and needed for effective performance?

The PLT uses all the available documents including the Syllabus, Stage Statements, Literacy/Numeracy Continuums and the Mathematics/English skill charts. The Essential Learnings (ELs) are decided upon by collaborative teams. These ELs will be the focus of the learning cycle because of critical question 1 (CQ1) and the design of rich differentiated learning due to CQ3 (see below).

CQ2. How will we know that the students have learned it? Assessment

How will we know if students have achieved the desired results and met the outcomes of the curriculum? What will be accepted as evidence of learning to the standards?

The PLT designs common formative assessments for the aspects that will have a spotlight focussed on them. Formative assessment happens throughout the learning to inform the instruction and is different to Summative assessment, where an assessment is given for the purposes of finding out what is known at the end of a learning cycle.

The PLTs determine the acceptable evidence that will be shown by students as part of CQ2. These targets (SMART goals) can be expressed as percentages or a particular level on a marking rubric.

CQ3. How will we structure learning experiences to ensure students learn? Pedagogy

The learning is planned with identified results and appropriate evidence of understanding in mind. What will be taught (curriculum), and how should it be taught best (pedagogy), in light of the established goals? What sequence best suits the desired results? How will we make learning engaging and effective, given the goals and evidence required?

Formative assessment is undertaken as part of the full teaching program and results are analysed by the learning team. Teachers celebrate the achievements and identify students requiring additional time and support - this includes their own professional learning and student intervention as part of CQ4.

CQ4. How will we respond when students do not learn it or when they already know it? Personalised Learning/ Pedagogy/ Reflective Action

Our Response for CQ4

Spot X and the 3 tiers of intervention are known and supported and used across the whole school. We ensure individual students who need additional time and support for learning receive timely and effective intervention and we provide the same commitment to enrichment programs to enhance the existing
knowledge of students. We make sure that no student sits idle in lessons where the content is well known to them; instead we make learning challenging when students know more than anticipated.

Our teachers are able to reflect upon performance and supervise evaluations and both celebrate achievements and seek professional learning when required to ensure they improve their capacity and the students’ outcomes.

3.2 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, 33 students presented for the tests while in Year 5 there were 26 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.

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 South Grafton, 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 Data Analysis workshops.

The following data indicates the percentage of St Joseph’s South Grafton students in each band compared to the State percentage.

<table>
<thead>
<tr>
<th>BAND</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
</tr>
<tr>
<td>Reading</td>
<td>30.5</td>
<td>26.7</td>
<td>19.5</td>
<td>16.7</td>
<td>21.0</td>
<td>13.3</td>
</tr>
<tr>
<td>Writing</td>
<td>15.9</td>
<td>16.1</td>
<td>38.5</td>
<td>29.0</td>
<td>23.0</td>
<td>32.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>27.1</td>
<td>19.4</td>
<td>20.1</td>
<td>16.1</td>
<td>20.8</td>
<td>29.0</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>32.1</td>
<td>25.8</td>
<td>20.4</td>
<td>12.9</td>
<td>23.6</td>
<td>35.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>18.8</td>
<td>13.3</td>
<td>19.3</td>
<td>13.3</td>
<td>23.8</td>
<td>33.3</td>
</tr>
</tbody>
</table>
Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8

<table>
<thead>
<tr>
<th>BAND</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
</tr>
<tr>
<td>Reading</td>
<td>17.5</td>
<td>8.7</td>
<td>20.5</td>
<td>17.4</td>
<td>21.8</td>
<td>13.0</td>
</tr>
<tr>
<td>Writing</td>
<td>6.2</td>
<td>4.3</td>
<td>15.2</td>
<td>13.0</td>
<td>31.5</td>
<td>17.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>12.9</td>
<td>8.7</td>
<td>27.0</td>
<td>13.0</td>
<td>25.2</td>
<td>30.4</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>18.1</td>
<td>8.7</td>
<td>20.6</td>
<td>13.0</td>
<td>21.5</td>
<td>26.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.1</td>
<td>0.0</td>
<td>16.6</td>
<td>9.1</td>
<td>25.6</td>
<td>22.7</td>
</tr>
</tbody>
</table>

Pleasing results can be seen in Year 3 Reading where 26.7% of Year 3 students sit in Band 6 and in Grammar and Punctuation where 25.8% students sit in Band 6; 13% of Year 3 students sit in Band 5 for Numeracy. These results are due to our whole school consolidation of the English block and SPOT X teaching as well as significant professional development in Mathematics curriculum and pedagogy.

Over the last 12 months we have worked towards consolidation of good tier 1 teaching that includes differentiation for all students as well as implementing tier 2 and tier 3 practices. The data indicates that this has been effective as there are limited students in the lower bands.

As can be seen from the table there is a large percentage of children in the middle bands for the majority of the areas in Literacy and Numeracy. In 2016 the focus of PLTs will continue to be on learning, collaboration and results with the added element of GROWTH for ALL students. Students in the middle and upper bands will be challenged in their learning and there will be a focus on growth for all students, not just on simply reaching benchmarks. Whole school collection and analysis of data will continue to support and direct teaching and learning.

### 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 2015 were:

<table>
<thead>
<tr>
<th>Staff Professional Learning Activity</th>
<th>Date</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parish School retreat Day</td>
<td>20.4.15</td>
<td>SEACS</td>
</tr>
<tr>
<td>Australian Curriculum HSIE</td>
<td>17.8.15</td>
<td>Anne Forwell</td>
</tr>
<tr>
<td>Australian Curriculum – Geography and Mathematics</td>
<td>6.10.15</td>
<td>Anne Forwell</td>
</tr>
<tr>
<td>Differentiation in Mathematics</td>
<td>24.6.15</td>
<td>Anita Chinn</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Staff numbers</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and technology</td>
<td>1</td>
<td>CSO</td>
</tr>
</tbody>
</table>
The professional learning expenditure has been calculated at $7870 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. School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2015.

<table>
<thead>
<tr>
<th>Policy name</th>
<th>Status in 2015 (No change, new policy, changes made)</th>
<th>Access this policy at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour and Discipline Policy</td>
<td>New policy</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Uniform Policy</td>
<td>Changes made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Private Transport arrangements</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Administering Medication</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Assessment and Reporting Policy 2016</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Asthma Management Policy</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Critical Incident Management Policy</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Canteen Policy</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Cash Handling Policy</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Discipline, Pastoral Care and Bullying Policy 2016</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Emergency Exit</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Hazardous Substances Policy</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Head Lice Policy</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Kangaroo Safety Procedure</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Lock Down Policy</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Occupational Health and Safety Policy 2003 Updated 2009</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>Road and Safety Education Policy</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
<tr>
<td>School Representative Election Policy</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
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<td>Staff Communication Policy</td>
<td>Changes Made</td>
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<tr>
<td>Sun Protection Policy</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
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<tr>
<td>Swimming Policy</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
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<tr>
<td>Wet Weather Policy</td>
<td>Changes Made</td>
<td>moodle.sgrafplism.catholic.edu.au</td>
</tr>
</tbody>
</table>

1. PLC Structures
2. Religious Education
3. Learning and Pedagogy
4. Inquiry Learning
5. School Administration
6. School Discipline
7. Playground Procedures
8. Additional Needs
9. Staff Appraisal Process
10. Professional Learning
11. Role Descriptions
12. Wellbeing Framework
13. Transition – JJ’s

New Information Booklets moodle.sgrafplism.catholic.edu.au
4.2 Enrolment Policy

Every new enrolment at St Joseph’s South Grafton 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 or it can be accessed on the school’s website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Student Welfare Policy, Pastoral Care Policy

The school’s Pastoral Care Policy is concerned with the fostering of students’ self-discipline. It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. It sets out to help students recognise that their fundamental freedoms and rights are balanced by responsibilities.

4.4 Discipline Policy

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.

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

4.5 Complaints and Grievance Policy

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

5. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2015 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:

**Catholic Faith and Culture**
1. Promote opportunities for the school to be an active member of the Parish.
2. Achieve academic excellence in RE Curriculum through the whole school pedagogical model.
3. Foster authentic witness by staff and students to embrace their faith.

**Teaching and Learning**
1. Ensure that the National Professional Teaching Standards, the high expectations and processes of our Professional Learning Community, the Contemporary Learning Framework and our Personalised Learning pedagogy all guide our teaching practices.
2. Provide high quality, rigorous, engaging and culturally relevant educational experiences to all students. through the continued development and implementation of our pedagogical model
**Organisation and Administration**

1. Further develop policy and provide supportive procedural structures to remove obstacles, support best practice, enhance staff well-being and contribute to creating a workplace culture that enables all learners to experience success.
2. Embed the pedagogical model into the parish school culture to ensure sustainability.

**Relationships**

1. Further develop the parishioner, parent, teacher and student relationships.
2. Ensure all community members work collaboratively to achieve the mission and vision of the school.

**6. 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 2015 is presented below: