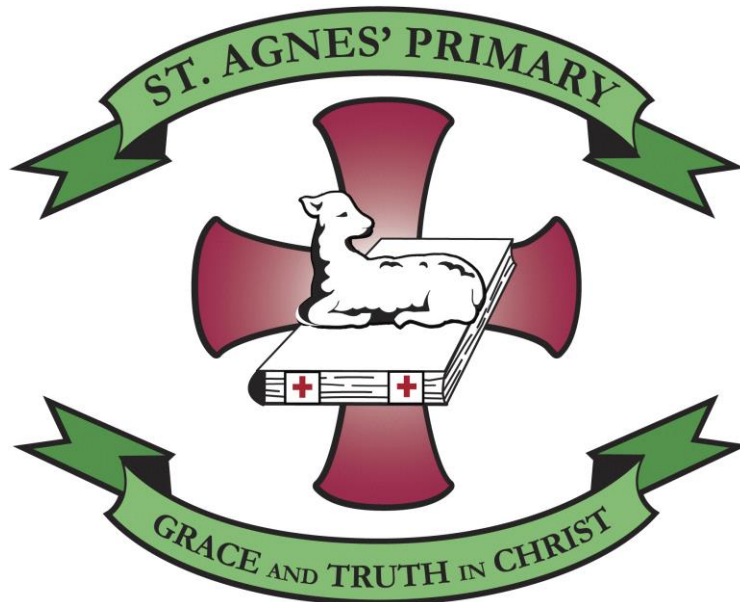


# Annual School Report 2016 School Year



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## About this report

St Agnes' Primary 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 2017 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 0265 837433 or by visiting the website at [www.moodle.pmacalism.catholic.edu.au](http://www.moodle.pmacalism.catholic.edu.au)



## 1.0 Messages

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### 1.1 Principal's Message

The primary purpose of St Agnes' 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 Agnes' 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 2016. 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 Agnes' has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016, the school:

- Continued the development of school Professional Learning Teams with a focus on personalised learning and student goals.
- Achieved impressive results in the Year 6 Religious Education Test with 88 students sitting the test this year. The following results were achieved: 20 High Distinctions, 26 Distinctions, 29 Credit and 13 Participation awards.
- Selected a group of students in Year 6 to compete in the local Da Vinci Decathlon Enrichment Day. Challenges included Science, Creative Producers, English, Philosophy, Mathematics, Engineering, Cartography, Code breaking, General Knowledge, Art and Poetry. Students were placed first in Creative Productions and Science and second in Philosophy and English.
- Participated in ICAS Competitions with results at High Distinction, Distinction and Credit awarded.

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 2016:

- The school held the annual Creative Arts Spectacular which was once again an amazing event for the school community with over 400 children participating in this extracurricular opportunity.
- Students in Year Four and Six were awarded first place in the Stage Two and Three speech choir sections at the Port Macquarie Speech & Drama Eisteddfod.
- A Year Six student was awarded Junior Prize winner in the 2016 ANZAC Centenary of World War 1 Commemorative Art Competition. This competition was run in conjunction with the Port Macquarie RSL Sub-Branch, the Rotary Club of Port Macquarie West, The Rotary Club of Port Macquarie Sunrise and Port Macquarie National Servicemen's Association.
- A school student delivered a speech at the Victory in the Pacific RSL commemoration within the local community.
- One student was awarded a NAIDOC Medal of Excellence for winning the Kindergarten – Year Two competition to provide students with a greater understanding of Friendship and Cultural Diversity. This award was presented by the town Mayor.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:



- Two students competed in the Australian Futsal Team 12 years and under.
- St Agnes' student captained NSW PSSA Hockey Team competition in Cairns.
- School Netball Team won the Hastings region in the Diocesan Cup Netball Challenge.
- Seven students competed at Polding level in Athletics.
- Five students competed at Polding level for Cross Country, with one student making it to State level.

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



Mrs Ginaya Yarnold  
Principal

## 1.2 A Parent Message

Our Parents and Friends (P&F) Journey for 2016: The most amazing feature of St Agnes' Primary School is the wonderful parental involvement of our school community.

The fundraising events that are held every year consist of the Golf Day, Mother's Day and Father's Day stalls and of course the huge Aggies Fair. Parents, along with the dedicated and supportive staff and students raise funds for the Parents and Friends Association. It is decided between staff, parents and the committee of the Parents and Friends Association how the funds are spent within the school to benefit our children.

The P&F have a meeting on the third Monday of each month and we encourage parents to come along and have an input into the decisions that are made for our children. The meeting dates are displayed on the board at the front of the school and also on the School App and in the Aggies Articles (School Newsletter). The meetings are a place where decisions are made and new ideas introduced. Concerns can also be raised and discussed and also be a part of the policy procedures. On a day to day basis, parents can come into the school and assist with reading, canteen, gross motor, sports days, excursions and more.

A class parent network is used as a pastoral care support and to encourage parent social groups and networking experiences.

Parents also have a great opportunity to attend nights with guest speakers and information nights that support their children's education and development. St Agnes' Primary School certainly has the environment where parental involvement is highly encouraged and recommended.

Nicole Prince  
President  
Parents and Friends (P&F) Association

## 2.0 This Catholic School

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### 2.1 The School Community

St Agnes' Primary School is located in Port Macquarie and is part of the St Agnes' Parish which serves the communities of Port Macquarie, Lake Cathie, Telegraph Point, Wauchope and Lord Howe Island. School families are drawn from the towns and communities of Port Macquarie, Bonny Hills and Lake Cathie. Last year the school celebrated 34 years of Catholic education. The parish priest Father Leo Donnelly and School Chaplain Father Peter Wood are both involved in the life of the school.



St Agnes' 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:

- Involvement with and participation in Sunday Night St Agnes' Parish Youth Mass (Music Ministry). Increased student attendance at St Agnes' Parish Youth Mass celebrations.
- Partnership with the Parish to deliver Sacramental Programs for students in Years 2, 3 and 4.
- Staff and family support for Parish initiatives (Christmas Hamper Drive). Several staff are involved in the distribution of Parish hampers to the Port Macquarie community. Staff also contribute through their own personal hamper donations. As a school community, families send in items for inclusion in the hampers. These items are collected and organised into hampers for individual families by parent helpers.
- Fundraising: Several events were held and lead by the Mini Vinnies team to raise money for Caritas and Catholic Missions. The Winter Clothing Appeal was also facilitated by the Mini Vinnies team.
- Community Engagement: Year Four students celebrated Seniors Week with residents from the Parish Aged Care facilities.

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, Foundational Values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

## 2.2 School Enrolment

St Agnes' Primary caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL L 2016	TOTAL L 2015
<b>Male</b>	28	38	39	44	35	45	52	281	308
<b>Female</b>	41	34	40	37	45	41	38	276	288
<b>Indigenous</b> <i>count included in first two rows</i>	8	6	2	3	9	6	10	44	46
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	1	3	1	2	2	2	3	14	19

## 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 electronically every day



and rolls are checked and monitored by school leadership. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff and through SMS parent alerts. 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 contact the principal to discuss the leave request.

The average student attendance rate for the school during 2016 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
<b>Average Student Attendance rates</b>	95.5	93.4	94.8	94.6	92.9	93.8	94	94.1

## 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	39
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	38
5.	Number of staff identifying as Indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	25

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96%. This figure is provided to the school by the CSO.

For 2016 the following staff information is relevant:

- Transfer opportunity was supported to one of the other local Parish Catholic Primary Schools. This position was also connected to a leadership role.
- The Principal was on Maternity leave at the end of Term Three and throughout Term Four. The Assistant Principal was appointed to the Acting Principal role and internal advertisement was undertaken to recruit the Acting Assistant Principal.
- One staff member retired at the end of 2016 after many years of service.

## 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:

- Student Reflection Days
- Peer Support Program
- Mini Vinnies
- Student Representative Council (SRC)
- Community engagement opportunities with the local elderly residents

Following on from data collected at a school level from staff, parents and students, it was decided that St Agnes' Primary School would investigate a whole school approach to Positive Behaviour Support (PBS). A PBS team was formed and we were lucky to receive 100% support from the staff in the implementation of this new program. The PBS team worked hard to develop effective ways to collect whole school data relating to student behaviour. The staff completed two staff meetings for professional learning around PBS. This involved reviewing the school's Vision and Mission Statements, fundamental beliefs about children and their social and emotional development, as well as the goals of PBS schools, to develop a set of 'Clearly Defined Expected Behaviours' that will be taught, lived and loved at St Agnes' in the future.

Consultation with families occurred through P&F Meetings to introduce PBS and share the steps that have been taken so far on our journey. Parents then had an opportunity to provide their feedback on the chosen values and expectations for the St Agnes' community. The PBS team acknowledged the P&F for their support and feedback on behalf of the parent community. After extensive consultation with staff, students and parents the team have worked together to form our Clearly Defined Expected Behaviours. The PBS team were excited to announce to the parent community that the new Positive Behaviour Statement will be:

**“Centred in Christ, and with love for one another, St Agnes' learners are  
RESPECTFUL, RESPONSIBLE, RESILIENT and RESOLUTE”**

This statement will form the basis for all explicit behaviour teaching and learning in 2017. The qualities that these words encapsulate are life-long skills that our children will carry on with them after their 7 year journey at St Agnes'. The essence of being a respectful and responsible person, are the very foundations on which we base our relationships as modelled to us by Christ himself. In a world full of 'busyness', technology and consumerism, we have identified a strong need to support our children to be independent risk takers, who are able to challenge themselves, learn from their mistakes, strive for growth and stand up for what is right, no matter what the crowds around them say.

The program also created the development of positive ways that staff can support and congratulate students for making the correct choices, as well as creating units of teaching that enable staff to explicitly teach the skills necessary to be people who are respectful, responsible, resilient and resolute.

A consistent flow chart for managing behaviours that challenge our expected behaviours was also created. Conversations with staff and senior students have been coordinated regarding the definition of minor and major behaviour incidents, and how these will be managed consistently across the whole school. Communication with parents was reviewed and new processes were created.

## **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.



survey involved gathering data from all staff, all students in Years Three to Six, along with a random sample of sixty parents. The information gathered through these surveys was used to create a school Action Plan to address areas of need. Many aspects of the school life were celebrated as success areas and students and staff were given opportunities to unpack some of the data and analysis from the survey results. Further plans and preparations were also put in place for the start of the 2017 school year so as to continue to achieve of aspects of the Action Plans.

The school P&F is a parent body that meets each month to discuss areas of interest with the parent community. A significant function of this group is fundraising; however, monthly meetings allow a significant amount of time to discuss school matters. The Class Parent Network provides opportunities for parents to engage with each other in a social capacity. It also allows for casual and informal discussion regarding items relevant to the school community.

The school participated in the Compliance and School Review and Improvement process, supervised and supported by the Catholic Schools Office. SRI offered the school the opportunity to review all aspects of school life and plan ahead for the next 5 years. During SRI a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.

### **3.0 Teaching and Learning**

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#### **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.

The introduction of Extending Mathematical Understanding (EMU) with students in Year One this year has had a positive impact on influencing the teaching of Mathematics. Students are now being encouraged to further develop their mathematical thinking. Mathematic Assessment Interviews (MAIs) were introduced to staff and will be completed on all students K-6 at the beginning of the 2017 school year. An intervention program is also included in the school focus to support students in Year One that have been identified as being 'at risk'. These students work in small groups each day on activities that develop strategies in counting, place value, addition, subtraction, multiplication and division. Three teachers completed the EMU Leadership training and a further three completed the Specialist Teacher training.

#### **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, 81 students presented for the tests while in Year 5 there were 83 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 Agnes' Primary, 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 Agnes' Primary 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

BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	28.1	28.4	23.7	33.3	19.0	19.8	17.1	11.1	8.9	7.4	3.1	0.0
Writing	16.6	19.8	37.5	43.2	26.7	29.6	13.1	4.9	4.8	2.5	1.2	0.0
Spelling	27.4	25.9	27.0	32.1	21.7	19.8	11.5	14.8	9.2	7.4	3.1	0.0
Grammar and Punctuation	34.6	35.8	18.3	23.5	19.0	19.8	20.2	16.0	4.8	3.7	3.0	1.2
Numeracy	19.7	16.0	19.0	30.9	22.3	27.2	24.5	19.8	11.4	4.9	3.1	1.2

**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	State	School	State	School	State	School	State	School	State	School
Reading	15.4	13.3	23.2	34.9	23.7	22.9	18.8	19.3	12.9	7.2	6.0	2.4
Writing	5.2	2.4	13.5	13.3	31.3	39.8	33.7	33.7	11.1	9.6	5.3	1.2
Spelling	15.5	12.0	17.7	13.3	30.4	32.5	21.8	30.1	9.2	10.8	5.4	1.2
Grammar and Punctuation	20.9	13.3	19.9	20.5	23.4	37.3	20.4	19.3	11.4	7.2	4.0	2.4
Numeracy	15.5	4.9	15.0	17.1	26.6	31.7	25.8	36.6	12.9	8.5	4.3	1.2

Students in Year Three performed above state averages in Bands 4, 5 and 6 for Reading, Writing and Grammar and Punctuation. At St Agnes' we have provided significant support in Literacy through Reading Recovery and STAR programs. Selected students are identified through teacher data and monitoring so that these interventions can meet the personalised needs of the students. Intervention strategies at a school level are having a positive impact on results achieved.



### 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 2016 were:

Staff Professional Learning Activity	Date	Presenter
Staff Spirituality Retreat	08/04/2016	Leadership Team
Catholic World View Programming	26/04/2016	Leadership Team
Scholl Review and Improvement Process	18/07/2016	Leadership Team
History/Geography	19/07/2016	Leadership Team

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

Activity	Staff numbers	Presenter
Early Learning Plan Workshop	4	CSO Lismore
Christian Meditation Workshop	3	CSO Lismore
Catholic Worldview	3	CSO Lismore
Dylan William	6	CSO Lismore
Cycles of Improvement	7	CSO Lismore
EMU training	6	CSO Lismore
P2P Curriculum	3	CSO Lismore

The professional learning expenditure has been calculated at \$7297 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 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Additional Needs Policy	Reviewed and updated Feb 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Anti-Bullying Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Assessment and Reporting Policy	Reviewed and updated Feb 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Attendance Policy	Reviewed and updated Jan 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Building and Property Management Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Bus Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Bushfire Evacuation Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Child Protection Policy	Reviewed and updated Mar 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>



Community Involvement Policy	Reviewed and updated Feb 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Critical Incident Policy	Reviewed and updated Feb 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Discarded Needles Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Electrical Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Electronic Devices for Students Policy	New Policy Feb 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Emergency Evacuation Policy	Reviewed and updated 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Emotional Wellbeing and Referral to School Counsellor Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Enrolment Policy for Students with Additional Needs	Reviewed and updated Feb 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Enrolment Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Excursion Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
First Aid Policy	Reviewed and updated Mar 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Grievance Resolution Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Head lice Policy	Updated - March 2015	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Homework Guidelines	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Medication Policy	Reviewed and updated Mar 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Outside Tutor Policy	No Changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Parent/carers Complaints and Concerns Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Playground Safety Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Privacy Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Positive Management for Positive Learning Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Programming Policy	Reviewed and updated 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Risk Management Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Road Safety Management	Updated - October 2015	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Safe Storage Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Security Policy	Reviewed and updated Mar 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Student Leadership Policy	Updated - October 2015	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Student Retention Policy	Updated - November 2015	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Student Records Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Sun Protection Policy/Guidelines	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Suspension and Expulsion Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
Uniform Policy	No changes	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>
WH&S Policy	Reviewed and updated Mar 2016	<a href="http://moodle.pmacalism.catholic.edu.au">moodle.pmacalism.catholic.edu.au</a>

## 4.2 Enrolment Policy

Every new enrolment at St Agnes' Primary 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. All enrolments are coordinated through a Parish zoning process. Enrolment applications are forwarded to St Agnes' Parish Administration for distribution to the local



Catholic Primary Schools.

Children who turn five by 30 July 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 Pastoral Care Policy/Student Welfare**

St Agnes' Primary School aims to provide a happy and safe place for all with a focus on respect, justice, equality, forgiveness and love. It recognises that the emotional wellbeing of our community members is critical in determining self-assurance, self-potential and self-worth. The school also recognises that many children require additional support and on-going opportunities through the implementation of wellbeing programs and support.

The school's Emotional Wellbeing and Referral to School Counsellor 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.

#### **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. Reminders about the policy are regularly included in school newsletters.

#### **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.

#### **5.0 School Determined Improvement Targets**

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Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 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:

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##### **Catholic Identity and Mission**

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Goal: Enhance our identity as a Catholic School

- Display and reference visuals and signage around the school to identify us as a Catholic faith community.
  - Maintain and investigate further opportunities for school and classes to gather and pray as a faith community.
  - Empower class cohorts to prepare and deliver whole school prayer opportunities, linked to the leadership of special events within our school calendar.
  - Provide further opportunities for the parents to deepen their understanding about the liturgical
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calendar and Church teachings through the school newsletter and app alerts.

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### **Organisation and Co Leadership**

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Goal: Engage with and complete the Compliance and SRI process, with a focus on developing high expectations across all areas

- Create groups for SRI process that will allow a cross section of engagement in each of the four areas for improvement.
  - Continue to develop Whole School Agreed Practices.
  - Maintain and further develop communication processes for all staff.
  - Development and refinement of role descriptions across all areas of the school to ensure role clarity and purpose.
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### **Teaching and Learning**

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Goal: Build capacity for growth in Teaching and Learning for all within the St Agnes' School community.

- For all teachers to engage in the goal setting process that aligns to COI, AITSL, school, PLT and personal professional goals.
  - Enhance our knowledge and pedagogy of the K-10 curriculum documents.
  - Enhance the role of the LOP and research other initiatives to promote best practice within classrooms.
  - Create whole school structures and timetables to support peer learning.
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### **Community and Relationships**

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Goal: Value and promote relationships, cohesion, participation and involvement of the St Agnes' community in all aspects of school life

- Develop mentoring and support programs for all staff.
  - Provide opportunities for personal and professional connections for all stakeholders within the community.
  - Support the Professional Learning needs of staff by offering alternative learning experiences through forward planning of PLT and Staff Meeting outlines.
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## **6.0 Financial Information**

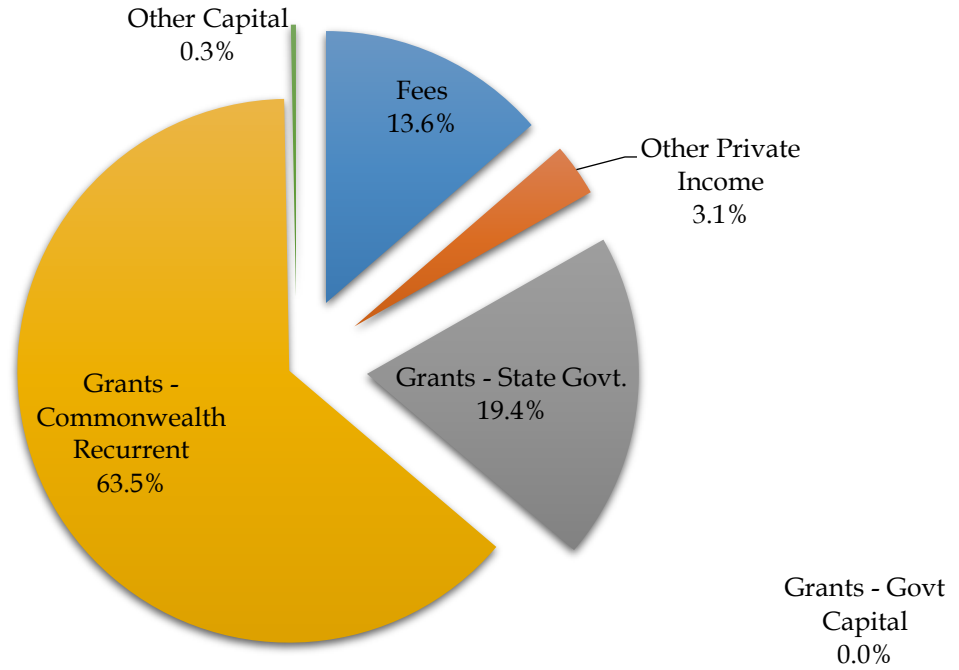
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Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details 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 2016 is presented below:



## 2016 INCOME - St Agnes' Primary School PORT MACQUARIE



## 2016 EXPENSE - St Agnes' Primary School PORT MACQUARIE

