

# Annual School Report

## 2018 School Year

**St Anthony's Primary School, Kingscliff**



23 Boomerang Street

Kingscliff NSW 2487

Phone 02 6674 1368

[moodle.kngplism.catholic.edu.au](http://moodle.kngplism.catholic.edu.au)

## About this report

St Anthony's Primary School, Kingscliff is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 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 6674 1368 or by visiting the website at [moodle.kngplism.catholic.edu.au](http://moodle.kngplism.catholic.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of St Anthony's Primary School, Kingscliff 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 Anthony's Primary School, Kingscliff 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 2018. 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 Anthony's Primary School, Kingscliff has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Hosted the North Coast Regional Finals for Tournament of Minds with six of our own teams competing. St Anthony's won the Language Literature final and received Honours in STEM, The Arts and Social Sciences demonstrating high levels of competency in problem solving and team collaborative skills.
- Won the Diocesan Crazy Contraptions competition for Stage 2 for the second year in a row demonstrating outstanding scientific thinking to take out this award.
- Participated in various local, state and national competitions in a variety of areas with many students achieving credits, distinctions and honourable mentions.
- Excelled in the Year 6 Religious Education test with more than 60% of students receiving credits, distinctions and even high distinctions.

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 2018 the school:

- Celebrated 50 years of education in the Kingscliff community by inviting past principals, teachers and students and their families to several events including a special Mass, dinner and Foodie Fiesta.
- Participated in the Murwillumbah Festival of Performing Arts in verse speaking, singing choirs, percussion band, bell-ringing and recorder playing bringing home many trophies.
- Provided a strong presence at the local ANZAC Day march.
- Performed for the local community at the Carols by Candlelight with choirs and bell-ringing.
- Entertained residents at two local aged care facilities with a variety of musical activities.
- Embraced Harmony Day by inviting international students from the local TAFE to share aspects of their culture with our students.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- St Anthony's demonstrated their sporting prowess by winning all Tweed Zone events: Swimming, Athletics and Cross Country.



- Our school hockey team were winners of the Fitzpatrick Shield in Hockey in the local schools' competition.
- One student represented Polding in athletics setting a new Diocesan record in discus along the way.
- Students participated in Rugby League, Rugby Union, AFL, Soccer, Netball and Cricket in locally organised carnivals and events.
- The whole school participated in a tennis development program, learning and developing specific skills as part of the school's PE program.

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 Anthony's Primary School, Kingscliff is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Lynne Pull  
Principal

## 1.2 A Parent Message

2018 was a good year for the St Anthony's Parent Forum. The Forum's role is to:

- Enhance the partnership between the school and families
- Provide a link for parents to raise issues, suggestion or questions
- Support the school in developing a sense of community
- Provide opportunities for the school community to gather for both social and fund-raising endeavours
- Represent the parents of the school when required
- Support the school to achieve its goals.

As the school was celebrating its 50th birthday this year, the Forum decided to hold its second Foodie Fiesta in November with a particular focus on past members of the school returning to join in this community celebration. A museum housing memorabilia operated in one of the classrooms on this evening and was a popular place for people to gather. Lots of yummy food including pizza, roast rolls, curry cones, sno-cones, popcorn and fairy floss was on sale to feed the crowds. There were also some traditional stalls, rides for the children, a bar for the adults, face-painting and live music to keep everyone involved. It was, once again, a very successful event.

For the third year St Anthony's hosted the regional finals of the Tournament of Minds Competition. The Forum co-ordinated the sale of food and drinks for the hundreds of people who came on the day. Our hospitality was appreciated.

The Parent Forum was also involved in several other activities during the year which were instrumental in helping to build a sense of community. These included:

- A Welcome BBQ in the Park one Friday after school to help new families meet others in the school community,
- A School disco
- Mother's Day and Father's Day stalls.

With only a small band of regular Forum members, the group, nevertheless, has been able to enlist the support of many other parents and members of the community to support the school in its fundraising efforts and community events. At all times the Forum has worked to enhance the



partnership between the school and home. Open Forums were held during the year giving parents the opportunity to have a voice about things they see as important for the growth of the school.

Bianca Prendergast  
Secretary  
St Anthony's Parent Forum

## **2.0 This Catholic School**

### **2.1 The School Community**

St Anthony's Primary School is part of the St Anthony's Kingscliff Parish which serves the communities of Kingscliff, Fingal, Cudgen, Bogangar, Banora Point, Casuarina, Hasting's Point, Pottsville, from which the school families are drawn.

Last year the school celebrated 50 years of Catholic education.

The parish priest Fr Paul McDonald is involved in the life of the school.

St Anthony's Primary School, Kingscliff 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:

- Hosting the Sunday Parish Mass twice each term where the school provides the music with a children's choir and staff perform all Ministry roles at the service. Classes take turns to provide morning tea for all parishioners on these occasions.
- Facilitating a comprehensive Sacramental Program with parents and students meeting with the Parish Priest and Leader of School Evangelisation prior to commitment to the reception of the Sacraments of Confirmation, Reconciliation and Holy Communion.
- Encouraging students to take an active role in the parish through training to serve on the altar at school and parish Masses.
- Supporting the local St Vincent de Paul group through Minnie Vinnies and promoting Caritas, Project Compassion and other local charities to the wider school community.

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 Anthony's Primary School, Kingscliff 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 2018 | TOTAL 2017 |
|---|--------|--------|--------|--------|--------|--------|--------|------------|------------|
| <b>Male</b>   | 28     | 25     | 22     | 22     | 24     | 28     | 19     | 168        | 156        |
| <b>Female</b>   | 24     | 13     | 21     | 19     | 17     | 29     | 26     | 149        | 136        |
| <b>Indigenous</b><br><i>count included in first two rows</i>  | 1      | 0      | 0      | 1      | 0      | 2      | 0      | 4          | 5          |
| <b>EALD</b><br><b>(Language background other than English)</b><br><i>count included in first two rows</i> | 0      | 0      | 1      | 0      | 0      | 0      | 0      | 1          | 12         |

## 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 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 2018 is shown in the following table.

|   | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|---|--------|--------|--------|--------|--------|--------|--------|-----------|
| <b>Average Student Attendance rates</b> | 93.5%  | 92.43% | 91.71% | 91.07% | 90.78% | 91.24% | 90.2%  | 91.6%     |

## 2.4 Teacher Standards and Professional Learning

| Teacher Qualifications / Staff Profile   | Number of Teachers |
|--|--------------------|
| 1. Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level. | 2                  |
| 2. Those teachers at the NESAs Teacher Accreditation Proficient level.                 | 25                 |
| 3. Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.        | 0                  |
| 4. Those teachers at the NESAs Teacher Accreditation Lead level.                       | 0                  |
| 5. Teachers with recognised qualifications to teach Religious Education.               | 21                 |
| 6. Number of staff identifying as Indigenous employed at the school.                   | 2                  |
| 7. Total number of non-teaching staff employed at the school.                          | 13                 |

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.03%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

## 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. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values through newsletter items, assembly messages and by the nature of our interpersonal relationships. The first sentence of the school's Vision Statement states that "St Anthony's is a faith-filled and respectful community". Many of the awards presented to students throughout the year are indicative of these values. The school's motto of "Love and Service" ensures that respect and responsibility are at the forefront of all that is done at St Anthony's. MJR (Making Jesus Real) is embraced by students and staff at St Anthony's highlighting respect and responsibility in all that we do.

## 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.

- In 2018 the school participated in the Insight SRC survey process which is promoted and supported by the Lismore Catholic Schools Office. All staff, both teaching and ancillary, all students from Years 3 – 6 and 60 families, randomly selected, completed the survey. A comprehensive report was then provided to the school which was unpacked by the school Leadership Team and reported on to all stakeholders. The information provided in the report assists the school in the planning process for the following year.
- Senior students were interviewed as a group to try to understand why they would answer some survey questions as they did in order to determine what strategies needed to be incorporated into the following year's plan to enhance Student Voice in the school.
- Open forum meetings were held to enable parent voice on aspects of schooling they were interested in.

## 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.

- Four staff members have been trained to be EMU (Extending Mathematical Understanding) intervention teachers targeting students in Years 1, 2 and 4 who showed signs of vulnerability in the mathematics testing process.
- The Quick Smart to Literacy program is used to support some students in Years 4 - 6 to develop their confidence and speed in reading.
- Younger students are able to access the Support-a-Talker program in small groups.
- The top 20% of writers in Years 3 - 6 were targeted for high level input to develop their craft and their comprehension.
- Technological devices including interactive whiteboards, chrome books and i-pads are readily available in all classrooms to enhance learning.

The school continues to work towards developing 21c pedagogy. This pedagogy will underpin learning across the school. This year all grades are operating in collaborative co-teaching environments in flexible learning spaces with the focus on challenging all students to strive to achieve their best and be more accountable for their own learning. Teachers worked in Professional Learning Teams in stage groups challenging each other to develop a culture of learning amongst themselves in order raise their expectations of their students' learning.

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

- Retreat days for each grade linked to their Religious Education or Sacramental program and often involving Catholic Schools Youth Ministry Australia students from the local Catholic high schools.



- Student Discipleship Days for selected students from Years 5 and 6.
- Singing choirs, bell-ringing and other musical opportunities.
- Tournament of Minds, a problem-solving challenge for teams of seven students working collaboratively in the disciplines of Social Sciences, STEM, Language Literature or The Arts over a six-week period, culminating in a public performance on the day of the regional finals.
- Coding activities.
- Speech and Drama.
- Various sporting opportunities.

## 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, 40 students presented for the tests while in Year 5 there were 50 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 Anthony's Primary School, Kingscliff, 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 Data Analysis workshops.

The following data indicates the percentage of St Anthony's Primary School, Kingscliff 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 |
| Reading  | 27.7  | 37.5   | 24.7  | 22.5   | 20.2  | 27.5   | 12.8  | 10.0   | 7.2   | 2.5    | 3.8   | 0.0    |
| Writing  | 10.9  | 10.0   | 36.0  | 50.0   | 24.3  | 30.0   | 18.4  | 10.0   | 5.4   | 0.0    | 2.8   | 0.0    |
| Spelling | 25.8  | 25.0   | 25.0  | 30.0   | 21.0  | 22.5   | 13.7  | 12.5   | 8.0   | 10.0   | 4.4   | 0.0    |

|                                |      |      |      |      |      |      |      |     |      |     |     |     |
|--------------------------------|------|------|------|------|------|------|------|-----|------|-----|-----|-----|
| <b>Grammar and Punctuation</b> | 30.9 | 40.0 | 16.8 | 35.0 | 23.2 | 22.5 | 12.5 | 2.5 | 8.2  | 0.0 | 4.2 | 0.0 |
| <b>Numeracy</b>                | 17.8 | 15.0 | 25.7 | 42.5 | 26.5 | 37.5 | 16.6 | 5.0 | 10.1 | 0.0 | 2.1 | 0.0 |

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

| <b>BAND</b>                    | <b>8</b>     |               | <b>7</b>     |               | <b>6</b>     |               | <b>5</b>     |               | <b>4</b>     |               | <b>3</b>     |               |
|--------------------------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|
|                                | <b>State</b> | <b>School</b> |
| <b>Reading</b>                 | 17.4         | 16.0          | 20.9         | 36.0          | 23.8         | 28.0          | 19.6         | 14.0          | 11.2         | 2.0           | 4.5          | 4.0           |
| <b>Writing</b>                 | 4.6          | 6.0           | 11.5         | 18.0          | 27.2         | 32.0          | 35.9         | 34.0          | 11.5         | 6.0           | 7.0          | 4.0           |
| <b>Spelling</b>                | 14.6         | 18.0          | 22.7         | 22.0          | 31.1         | 40.0          | 17.7         | 18.0          | 9.3          | 0.0           | 3.6          | 2.0           |
| <b>Grammar and Punctuation</b> | 18.1         | 32.0          | 18.1         | 22.0          | 29.1         | 24.0          | 16.2         | 12.0          | 11.0         | 10.0          | 4.9          | 0.0           |
| <b>Numeracy</b>                | 12.5         | 24.0          | 19.7         | 22.0          | 25.9         | 32.0          | 26.3         | 18.0          | 12.1         | 4.0           | 2.6          | 0.0           |

Analysis of NAPLAN data showed significant growth in numeracy. We believe that the implementation of rich tasks and the EMU (Extending Mathematical Understanding) approach contributed to this. In all areas in both grades students achieved at a level significantly higher than corresponding levels for the state. Particularly pleasing was not only the school's performance against the state averages but also that we surpassed SSSG (Statistically Similar Schools Group) averages in all areas in both cohorts. Grammar and Punctuation results in both Years 3 and 5 showed outstanding growth and improvement on previous years. This is testament, we believe, to the now embedded holistic approach to the teaching of the components of the English Syllabus. Worth noting was the achievement of one Year 3 student who actually achieved a Band 7 for Numeracy beyond the scope of the tabulated data. We were also delighted to receive a congratulatory letter from ACARA acknowledging us for achieving "substantially above average gain" in Numeracy.

### 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 2018 were:

| <b>Staff Professional Learning Activity</b> | <b>Date</b> | <b>Presenter</b>                          |
|---|-------------|---|
| Maths Block Reflection                      | 15/10/2018  | Samantha Donoghue                         |
| Catholic Worldview Permeation               | 16/07/2018  | Sue Falcke, Kim Naylor, Samantha Donoghue |
| Writing                                     | 15/04/2019  | Sheena Cameron, Louise Dempsey            |
| Spirituality                                | 13/04/2018  | School Leadership Team                    |

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

| <b>Activity</b>          | <b>Staff numbers</b> | <b>Presenter</b>             |
|--------------------------|----------------------|------------------------------|
| Writing Leadership       | 3                    | Nadine Slingsby, Kate Salmon |
| Christian Meditation     | 4                    | Helen Hunter                 |
| EMU Reconnection Day     | 6                    | Ann Gervosani                |
| The Future of Schooling  | 20                   | Tony Ryan                    |
| Maths Block Reflection   | 8                    | Tim Waugh                    |
| ACER Research Conference | 2                    | Geoff Masters, John Hattie   |
| Flipped Classrooms       | 15                   | Lesleigh Altmann             |

The professional learning expenditure has been calculated at \$7834 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 Anthony's Primary School, Kingscliff requires parents to attend an enrolment interview. The interview provides an



opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

#### **4.2 Pastoral Care Policy**

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

#### **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.

#### **4.4 Anti-Bullying Policy**

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

#### **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

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

| Key improvements achieved this year   | Key Improvements for 2019  |
|---|--|
| <p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> <li>• Continued to embed MJR and other appropriate resources into the life of the school.</li> <li>• Consolidated the practice of Christian Meditation across all grades K-6.</li> <li>• Embedded learning intentions and success criteria in Religious Education lessons in all grades.</li> <li>• Completed Catholic Worldview permeation across all KLAs.</li> </ul>   | <p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> <li>• Develop fortnightly MJR awards to be presented at school assemblies.</li> <li>• Build a culture of praying the rosary with teachers and students.</li> <li>• Focus on the Celebrating aspect at the end of Religious Education units each semester and inviting parents to join in with these.</li> <li>• Commence the process of "Worlds of the Text" in developing critical religious literacy in each grade.</li> </ul> |
| <p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>• Unpacked the Catholic Schools Office portal on co-teaching and determined a model of co-teaching for St Anthony's school that is informed by research and agreed best practice.</li> <li>• In Professional Learning Teams built on professional partnerships formed through reflection and discussion</li> <li>• Strengthened staff capacity for consistent teacher judgement specifically in the area of writing using moderation of writing tasks across stages each term</li> </ul> | <p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>• Involving staff in design thinking and action research around effective feedback in a co-teaching environment which improves outcomes for students.</li> </ul>  |
| <p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Developed a whole school approach to the teaching and learning of writing based on shared beliefs, understandings and aligned practices.</li> <li>• Enacted the comprehensive EMU Action Plan developed by the school Leadership Team with each stage developing a shared specific goal around growth in improved mathematical outcomes of students.</li> </ul>   | <p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Common school-wide pedagogical approaches to the teaching of spelling are to be established and adhered to by all.</li> <li>• Complete a statement of shared beliefs and practices for writing, spelling and mathematics.</li> <li>• Embed the Catholic Schools Office Mathematics Block in all grades with a particular focus on the "reflection" phase of the lesson.</li> </ul>   |

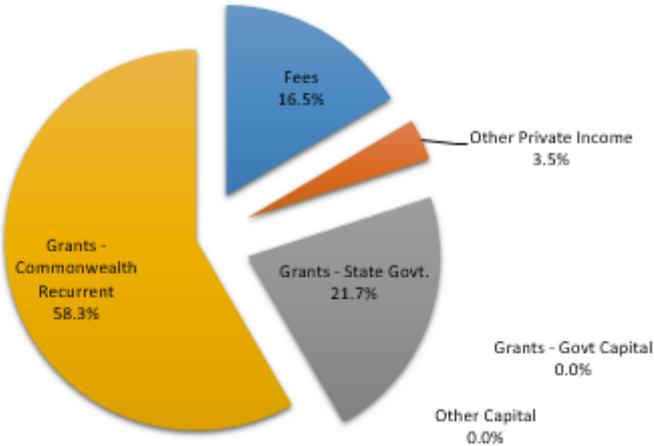
|   |   |
|---|---|
| <p>Community and Relationships</p> <ul style="list-style-type: none"> <li>Improved parent understanding of educational trends and why the school has chosen to go down the pedagogical path it has by highlighting the importance of co-teaching as a way to improve student outcomes and demonstrating the growth of these outcomes through explicit data analysis.</li> </ul> | <p>Community and Relationships</p> <ul style="list-style-type: none"> <li>Keep parents abreast of contemporary learning practices by inviting them to a family maths night and end of unit celebrations.</li> </ul> |
|---|---|

**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 2018 is presented below:

**2018 INCOME - St Anthony's Primary School  
KINGSCLIFF**



**2018 EXPENSE - St Anthony's Primary School  
KINGSCLIFF**

