

Annual School Report

2019 School Year

St Anthony's Primary School, Kingscliff



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Kingscliff NSW 2487

Phone 02 6674 1368

moodle.kngplism.catholic.edu.au

About this report

St Anthony's Primary School 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 2020 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.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Anthony's 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 Anthony's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

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

The students' achievements and accomplishments were showcased throughout 2019. 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 has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2019 the school:

- Was represented by six teams participating in the regional Tournament of Minds challenge where three of the teams came away with Honours which was an excellent achievement. Subsequent feedback indicated that all teams achieved at a very high level.
- Participated in various local, State and National competitions in a variety of areas with many students achieving credits, distinctions and honourable mentions.
- Performed admirably at the Tweed Catholic Schools Public Speaking Competition with one student winning the Stage 1 division.

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 2019 the school:

- Achieved placings for every grade in Verse Speaking at the Murwillumbah Festival of Performing Arts.
- Entered choirs in every age section at the Performing Arts Festival in Murwillumbah, winning or placing in each category as well as winning a coveted adjudicator's award for the choir most obviously enjoying what they do.
- Packed the house for the Orators' Evening where six finalists in each grade delivered outstanding speeches as they vied to represent the school in The Tweed District Catholic Schools Public Speaking Competition.
- Invited international students from the local TAFE to share their stories on Harmony Day.
- Entertained residents of local aged care facilities and the local community at various functions.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2019:

- St Anthony's was the champion school at the Tweed Zone swimming carnival for the third year in a row.
- Six of our students represented our school, zone and diocese at the Polding Level in swimming, athletics and rugby union which is quite a significant achievement for a school of our size.
- Two Stage 2 teams (Years 3 and 4) represented our school for the first time in tennis in the Todd Woodbridge Cup with both teams playing each other in the final.
- Five students who are not involved in Little Athletics represented at diocesan level in high jump which is a tribute to the athletics program the school runs in association with Dance Fever.



- Students were also involved in rugby league, AFL, netball, touch football, cricket, hockey, dance and gymnastics during the year giving them many opportunities in a wide variety of sports.

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

Lynne Pull
Principal

1.2 A Parent Message

The St Anthony's Parent Forum had a very productive year in 2019 with a good roll-up attending each meeting. A clear direction was developed on fundraising initiatives and the ways in which the Parent Forum can assist with resources to support the St Anthony's students.

The role of the Parent Forum is to:

- Promote the interests of the school by bringing parents, the wider community, teachers and students into healthy cooperation.
- Assist in providing beneficial resources for the school and students through fundraising initiatives.
- Encourage parent participation and feedback to better the school community.
- Assist students that are attending various school sports events (Polding Level) by providing some funding support towards travel costs and uniforms.
- Organise events that provide opportunities to bring the wider school community together, not just for fund-raising.

Many new faces were seen at the monthly meetings and all of the Office Bearers for 2019 were new to their roles in the Forum. A group communication forum was established and all Class Parents and regular Parent Forum members were added to this communication network and it was an excellent way to discuss upcoming meetings, gather volunteers for events, send out reminders on tasks and to share the minutes and the agenda each month. The school actively promoted upcoming meetings via the newsletter and the "SkoolBag App" which all parents have access to. This was also used to encourage participation from parents in the school to attend the Forum each month.

There were many healthy discussions about how the forum could support the school. In order to ensure the Parent Forum was reflecting the ideas of the entire school community, a survey was designed by the Parent Forum and sent out to everyone in the school to gather their ideas.

Events held in 2019 included:

- Mothers' Day Stall and Fathers' Day Stall: These were both great successes. These were held for the benefit of the students and were not designed to be fundraising initiatives.
- School Disco: Two discos were held during the year with many volunteers gathering to assist with the set-up and providing a BBQ. The nights were well attended and provided fun for the students and an opportunity for parents to catch up.
- Trivia night: This was organised for the purpose of bringing the school community together (parents, teachers and wider community) whilst also raising funds for the outdoor activity spaces for students. Food was provided at the function and raffle tickets were available for purchase. A great fun night was had by all.
- Election Day BBQ: A fundraiser BBQ was held at the school. This was also a great opportunity to meet the wider community as they came to the school hall to vote at the State Election. Many parents assisted with cooking the BBQ throughout the day.



- **Mufti Days:** Various mufti days were held throughout the year to assist those students who made Polding teams in sport.
- **Entertainment Book Fundraiser:** Approximately 70 books were purchased by the school community.

The Parent Forum appreciates all of the support from members throughout 2019 and we look forward to a productive year in 2020.

Jesse Middleton
Chairperson
St Anthony's Parent Forum

2.0 This Catholic School

2.1 The School Community

St Anthony's Primary School is located in Kingscliff and is part of the St Anthony's Kingscliff Parish which serves the communities of Kingscliff, Cudgen, Casuarina, Chinderah, Fingal, Cabarita Beach, Bogangar, Hastings Point, Pottsville, Banora Point and Tweed Heads, from which the school families are drawn.

Last year the school celebrated 51 years of Catholic education.

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

St Anthony's Primary School is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- A comprehensive Sacramental Program with parents and students meeting with teachers and Parish Priest to ensure understanding of the expectations involved in the Sacraments of Confirmation, Reconciliation and Holy Communion.
- Hosting the Year 6 Mass for all Year 6 students from local Tweed Catholic schools during Catholic Schools Week with the Bishop of Lismore officiating.
- Hosting the Parish Sunday Mass twice each term with staff and students involved in the ministries at the service.
- Promoting and running children's liturgy at the Sunday Parish Masses for children and their families during term time.
- Supporting the local St Vincent de Paul group through Minnie Vinnies and promoting support for 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 two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *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 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 2019	TOTAL 2018
Male	28	31	25	21	24	23	31	183	168
Female	13	25	15	19	21	16	29	138	149
Indigenous *	0	2	0	0	2	0	2	6	4
EALD *	0	0	0	0	0	0	0	0	1

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2019 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
92.2%	92.1%	92.6%	91.0%	91.3%	92.2%	91.0%	91.6%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 76 teacher(s); Provisional 120 teacher(s); Proficient 1635 teacher(s); Highly Accomplished 1 teacher(s); Lead 0 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 26 teacher(s) accredited with NESAs, 20 teacher(s) with recognised qualifications to teach Religious Education, 2 Indigenous staff and 12 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.7%. 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 by newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.
- 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. Students and staff talk about being WEST people, ones who Welcome and greet others, Encourage one another to do their best, are able to say Sorry when they stuff up, and give Thanks for all the wonderful people and things that are in their lives.

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 2019 the school participated in the School Review and Improvement (SRI) process which is supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next five 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.
- After Open Days, parents' and visitors' views were captured through their written comments on boards outside classrooms.
- Parents were surveyed through the Diocese of Lismore School Improvement Survey to gain insight into how satisfied parents feel towards the school as well as to identify any areas of concern.
- Opportunities for parents to make contributions, ask questions and to generally feel connected to the school are provided through open forum meetings held in conjunction with elected members of the Parent Forum.

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.

- EMU (Extending Mathematical Understanding) intervention groups catered for vulnerable students in Years 1 - 4. One teacher extended her EMU qualifications to include the middle years in intervention.



- An Intensive Reading Teacher worked individually with students in Years 1 and 2 as well as with small groups of vulnerable students in higher years to improve their reading skills.
- Quick Smart to Literacy program was used to engage twelve students from Years 4 - 6 and assist them to develop confidence and fluency in their reading. Students work in pairs for half hour lessons which are held daily.
- Some capable students in Years 1, 3 and 5 were targeted for intensive work with writing to enable them to develop their writing craft to a superior level.

St Anthony's is a faith-filled and respectful community where collaboration and high expectations drive powerful learning and success for all. 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 work in Professional Learning Teams in Stage groups challenging each other to develop a culture of learning among themselves in order to 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 4, 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, 38 students presented for the tests while in Year 5 there were 38 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, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.



The following data indicates the percentage of St Anthony's Primary School students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.



**Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6**

BAND	6		5		4		3		2		1	
	State	School										
Reading	22.7	15.8	24.5	31.6	19.9	21.1	13.1	10.5	9.0	10.5	2.2	0.0
Writing	19.4	28.9	38.6	28.9	25.5	31.6	11.3	5.3	4.0	5.3	1.2	0.0
Spelling	23.2	15.8	24.8	23.7	20.2	28.9	14.3	13.2	6.6	13.2	4.6	5.3
Grammar and Punctuation	27.9	31.6	21.8	26.3	16.4	18.4	12.9	21.1	6.8	2.6	3.5	0.0
Numeracy	15.3	13.2	23.4	28.9	25.9	25.9	18.6	15.8	9.5	5.3	2.8	0.0

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

BAND	8		7		6		5		4		3	
	State	School										
Reading	15.0	15.8	22.8	34.2	28.2	23.7	18.4	21.1	9.1	2.6	3.8	2.6
Writing	5.6	5.3	13.4	18.4	32.2	44.7	31.9	26.3	10.9	2.6	4.4	2.6
Spelling	13.1	10.5	25.2	42.1	27.0	21.1	20.8	18.4	7.5	2.6	3.5	5.3
Grammar and Punctuation	13.9	5.2	22.0	15.8	21.5	21.1	20.1	28.9	10.9	26.3	5.7	2.6
Numeracy	10.5	5.3	19.3	36.8	28.5	28.9	25.3	26.3	11.0	2.6	2.7	0.0

Our results indicate that both Year 3 and Year 5 students achieved in the top three bands at a higher level than the State average in Writing and English. In particular the Year 3 cohort had a significantly higher number of students in Band 6, the highest band. We believe these results can be attributed to the whole school approach to writing that the school has undertaken in the past two years. Particular attention in this approach relies on the Gradual Release model and the use of effective feedback.

Numeracy results are also pleasing in comparison to the overall State results particularly in Year 5. We have seen consistent growth in our numeracy results over the past few years and we also attribute these to a whole school approach to the teaching of mathematics where the focus is on problem solving and reasoning.



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 2019 were:

Staff Professional Learning Activity	Date	Presenter
Maths	11/03/2019	Peter Sullivan
Reading	12/04/2019	Sheena Cameron & Louise Dempsey
School Review and Improvement	29/04/2019	SSO John Wilson and School Leadership Team
Proclaim Staff Lismore	04/06/2019	Jesse Manibusan
Learning Progressions	14/10/2019	Lauren Magnus Leader of Pedagogy

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

Activity	Staff numbers	Presenter
Spiral of Inquiry - Using Feedback	20	Anne Bellert, Lisa Jacka, Nadine Slingsby, Suzanna Carman
Maths Scope and Sequence	20	Tim Waugh
Maths Learning	20	Anita Chinn
Professional Learning Teams	20	Colin Sloper
K-6 PDHPE New Syllabus	3	Tameeka Glass
Instructional Coaching	2	Jim Knight
Transform & Transcend - World Edu Lead Conference in Singapore	6	Various including Michael Fullan, Pasi Sahlberg, Lane Clark, Howie Knoff

The professional learning expenditure has been calculated at \$5636 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 requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The [School Enrolment Policy](#) explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. There have been no changes to this policy this year.

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the school's website. There have been no changes to this policy this year.

4.3 Discipline Policy

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

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary and it is available on the school's website. There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives 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. There have been no changes to this policy this year and it is available on the school website.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. There have been no changes to this policy this year and it is available on the school website.



5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2019 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2020
<p>Mission of Jesus Christ The overall goal was to provide opportunities for us to become a community enriched in the faith through particular evangelisation and catechetical processes. This was achieved by:</p> <ul style="list-style-type: none"> • Embedding MJR (Making Jesus Real) behaviours which allowed students to model themselves on the actions, teachings and values of Jesus and promoting and recognising those who displayed such behaviours. • Building a culture of Praying the Rosary in classes. • Focusing on the Celebrating aspects of Religious Education units by inviting parents to join with their children at the end of units to share in prayer celebrations. • Improving students' knowledge and understanding of the Catholic faith through consistent quality teaching and learning in Religious Education lessons which incorporated clearly understood learning intentions of their lessons and how their understandings would be measured. 	<p>Mission of Jesus Christ In 2020 the overall goal is for us to be a community of disciples living as stewards of creation. In school evangelisation there is the desire for us all, students, staff and parents, to strengthen our relationship with God through prayer in various forms and in different spaces. Hence we will look to providing outdoor prayer spaces around the school.</p> <p>In catechesis we have a goal to increase our knowledge and understanding of Scripture through the use of the Worlds of the Texts in religious education lessons.</p>
<p>Learning and Teaching The overall goal for the school was to enable students to be the best learners they can be by providing best practices in pedagogy and high expectations for student achievement. This was achieved through the whole school approaches in writing, spelling and mathematics that all rely on the shared beliefs, understandings and aligned practices of teachers across the school. Specific strategies involved:</p> <ul style="list-style-type: none"> • Providing a Maths Night for families where parents engaged with their children in fun mathematical activities. • Identifying and catering for high potential learners in writing with specific explicit teaching and learning structures. • Embedding the Maths Block in all grades with a particular focus on the reflective phase of the lesson. 	<p>Learning and Teaching The big goal is for our school to be a collaborative culture where all lead and learn. Teachers will use small group explicit teaching which are driven by data evidence and utilise Lyn Sharratt's 14 parameters as set out in her text, Clarity.</p> <p>The Learning Progressions will be used to target students' needs in numeracy and the agreed whole school practices for the teaching of Mathematics will be embedded at St Anthony's.</p> <p>An holistic learner-centred environment that is driven by Discovery Learning and Inquiry and which promotes innovation will be developed in the early years particularly, while the older years will focus on inquiry through individual learning and project based learning.</p>
<p>Pastoral Care The Pastoral Care goal for 2019 was to give greater voice to students in their learning and to enable them to have a real impact on the school environment. This was achieved by:</p> <ul style="list-style-type: none"> • Surveying students about aspects of school life and gaining their insight. • Mentoring students elected to the Student Representative Council to listen to their 	<p>Pastoral Care St Anthony's overall goal is to develop an environment that caters for the well-being, interests and needs of individual students. This will be achieved by revamping the outdoor areas of the school to include purposeful, environmentally friendly and sensory learning spaces and to create the indoor learning spaces to reflect discovery and Inquiry learning.</p>

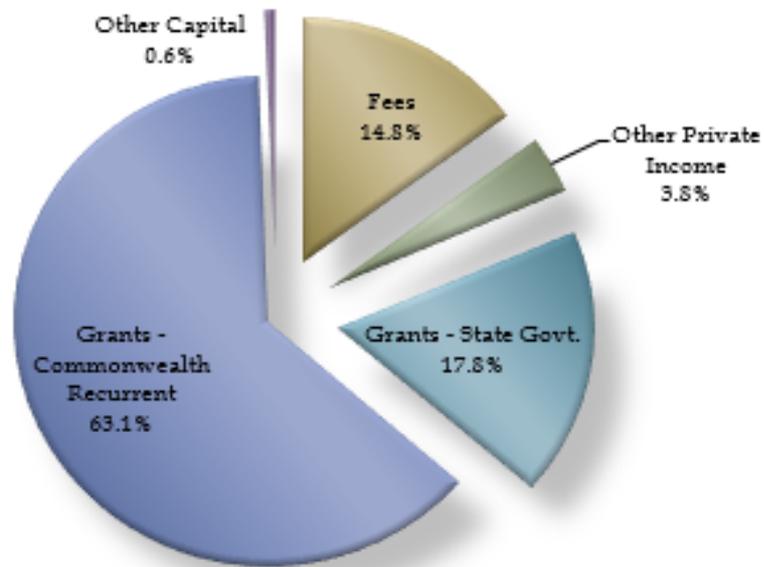
<p>peers and feedback their interests and suggestions.</p> <ul style="list-style-type: none"> • Setting behavioural, academic and personal goals with students and celebrating their successes. • Supporting students with additional needs through a cohesive approach to intervention. 	
<p>Leadership The main goal in this area for 2019 was to develop authentic, shared efficacy and understanding of co-teaching practices. This was promoted in Professional Learning Teams and staff meetings through teachers engaging in an inquiry research around effective feedback in a co-teaching environment which required reading a text by James Nottingham and working with Southern Cross University in the action research project.</p>	<p>Leadership The goals in this area are linked to those in Learning and Teaching.</p>
<p>Family School Partnership A deliberate plan to better inform parents about contemporary learning approaches was developed which included a Family Maths Night, more regular open mornings and end of unit celebrations and seeking more feedback from parents.</p>	<p>Family School Partnership The goal in this area is to develop a partnership between home and school which is committed to shared responsibility and reciprocal learning. Parent workshops and open classrooms showcasing discovery learning and inquiry learning to facilitate parents' knowledge and understanding of the importance of these approaches will be a priority.</p>

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 2019 is presented below:

2019 INCOME - St Anthony's Primary School KINGSCLIFF



2019 EXPENSE - St Anthony's Primary School KINGSCLIFF

