

# Annual School Report

2018 School Year

St Mary's Primary School, Grafton



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## About this report

St Mary's Primary School, Grafton 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, year books 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 6642 2262 or by visiting the website at [moodle.grafplism.catholic.edu.au](http://moodle.grafplism.catholic.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

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

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

The school is blessed to have a support network who all continually strive to ensure we reach our highest potential. The school extends its sincere thanks to the Catholic Schools Office, parent body, school staff, Parish Priests and members of the wider Grafton Parish for their ongoing dedication to their partnerships with 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 Mary's Primary School, Grafton has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Participated in the Year 6 Religious Education test. The school achieved outstanding results in the 2018 Religious Education Test. The following were the areas of celebration:
  - The school's average mark was above the Diocesan average mark in all strands of Religious Education. These strands included Church, Scripture, Sacraments, Liturgical Year, Prayer and Beliefs.
  - The students received 6 High Distinctions, 9 Distinctions and 8 Credits. This was a great result from a cohort of 25 students.
- Administered the Mathematics Assessment Interview (MAI) to all students at the beginning of the school year. The staff and students celebrated the following aspects of the results:
  - Over 60% of the Year 1 students reached expected growth in Addition and Subtraction, Place Value and Counting.
  - Over 70 % of the Kindergarten students reached expected growth in all four Domains.
- Participated in the ICAS Mathematics and Writing tests which resulted in one student receiving a Credit in Mathematics and another receiving a Credit in Writing. This was from a cohort of 22 students in Year 5.
- Entered a variety of writing and poetry competitions as part of the focus on learning and teaching in writing. Two students entered a local writing competition and had their work published in a book titled 'The Long Way Home'. A student also received first place in the Banjo Patterson Poetry Competition.

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:

- Participated in the Grafton Jacaranda Festival Parade of Youth where we were awarded a Highly Commended in the banner competition and Best Dressed Float in the Float Parade.
- Entered groups of students in the Grafton Eisteddfod gaining an impressive 1st place in the Stage 3 Percussion Cups section, 2nd place in the Kindergarten Verse Speaking, a Highly



Commended in the Senior Choir section, Highly Commended in the Stage 1 Verse Speaking, Highly Commended in the Stage 2 Verse Speaking and a Highly Commended in the Stage 3 Verse Speaking.

- Entry into the Grafton Show Art competition was a highlight. We created a school's display with the theme of *'a face for every rising star' student at St Mary's* and this gained a Highly Commended prize.
- Had regular visits to Dougherty Villa, the residential aged care facility, which allows the students to interact with the residents and gain insights into their wealth of knowledge and experience. There are always activities to enthrall both young and old alike. This connection to our school is invaluable.
- To show respect, a large group of students, participated in Anzac Day, Remembrance Day and the Vietnam Veteran's Battle of Long Tan March.

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

- One student placed 4th in the 11 years 800m at Polding Athletics Trials.
- One student placed 10th in the 11 years Girls at Polding Cross Country trials.
- Two students represented the Clarence Zone at Diocesan Winter Sports trials in Tamworth.
- Six students from St Mary's represented the Clarence Zone at the Diocesan Athletics trials.
- St Mary's students engaged in over 15 different sports throughout the year, utilising \$8900 funding from Australian Sporting Schools Grant.

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

Jacqueline Moore  
Principal

## 1.2 A Parent Message

The official Parent body of St Mary's Primary School Grafton is the Parents and Friends (P&F) association which consists of school executives and parent representatives who meet monthly at the school during the year.

Our role as the P&F is to support our wonderful school and to be the link between parents and the school staff. This is conducted by our Class Parent Representatives who assist in keeping the communication between the staff and P&F present. We strive to enhance the partnership between the school and our valued families.

During our monthly meetings we often discuss and review school policies and procedures when required (homework, discipline and WHS), assist with parent education and parent forums (Stem Nights and Association of Catholic Schools Parents), represent the parents of the school when required (Anzac Day, school worship, graduations and assemblies), give parental advice and feedback on a range of issues to school leaders through the use of surveys and organise and run fundraising events throughout the year (discos, Easter raffle & tombola, athletics and swimming carnival BBQ's, Mothers & Father's day stalls, Christmas celebrations and social dinners for all stages).

Our P&F are also responsible for the running of our school canteen and the ordering and selling of school bags.



With these fundraising efforts we have provided the school with library books for our school library for the enjoyment of our young readers, sport and landscape equipment for the safety, learning and beautification of our school grounds and also provided a donation towards the Year 6 Committee for their end of year graduation celebrations.

In 2018 our dedicated Parents & Friends team met on 8 occasions and welcomed a number of new parents at each meeting. The group met every second Tuesday of the month during the school terms to discuss the above mentioned agendas. The connection between our school, the parish and our wonderful families is important to our Parents & Friends team and we hope to continue this strong bond over the coming year. As the President of the P&F I would like to acknowledge all the families of the school in nurturing our vibrant school community. We would also like to thank the staff for their assistance in running these events throughout the year and we look forward to another successful year in 2019.

Mrs Louise Thompson  
Parents and Friends President  
St Mary's Primary School, Grafton

## **2.0 This Catholic School**

### **2.1 The School Community**

St Mary's Primary School, Grafton is part of the Clarence Valley Parish which serves the communities of Grafton, South Grafton, Cowper and Copmanhurst. St Mary's school draws enrolments from the surrounding townships and communities. These include South Grafton, Junction Hill, Coutts Crossing, Nana Glen, Ulmarra, Southgate, Whiteman Creek, The Pinnacles, Moleville Creek, Lawrence, Carrs Creek, Glenreagh, Fine Flower, Waterview Heights and Clarenza.

Last year the school celebrated 150 years of Catholic education.

The parish priest Father Joseph Holloway is involved in the life of the school.

St Mary's Primary School, Grafton 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:

- Class liturgies and breakfast. Each stage invites members from our Parish Community to attend breakfast and a class liturgy celebration. The class liturgy is an authentic liturgy based around the religious curriculum that has been covered throughout the term. The Leadership team provides the service of cooking the breakfast.
- Regular nursing home visits. The students walk to the local nursing homes to engage in activities and learning with local elderly residents. The residents also get to be involved in our celebrations at school developing a partnership within our community.
- Participation in fundraising. St Mary's community is involved with the Mini-Vinnies Appeals for Christmas, Winter and supporting the drought effected farmers. We are committed and involved in the Catholic Mission works with fund raisers such as Crazy Sock day for Sock it to Poverty and favourite T-shirt day. During Lent our community generously donates towards project compassion, the Year 6 students donate money from their weekly cake raffles and organise a Pyjama Day.
- Development of the Mini Mary's orientation program - We have created partnerships with our local preschools. Our Mini Mary's orientation program runs once a week beginning in Term 3. This program has been very successful as our enrolments have increased in Kindergarten since the introduction of the orientation program.
- Involvement with Proclaim Parents. Proclaim is a plan to invite all parish schools of the Diocese of Lismore to be active partners in co-designing a stronger Catholic future in education.

Parents are the greatest influence on a child's life and education. Every parent to some degree needs support to fulfil their faith and educational responsibilities to their children. The Parent Assembly supports parents through:

- Faith enrichment
- Networking and support
- Parenting Education
- Advocacy
- Celebration of 150 years of Catholic Education at St Mary's. A formal dinner was organised for this Parish School Celebration to which all past and present students, parents and staff were invited. A number of other less formal activities were held throughout the year to celebrate the significance of the event.

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 Mary's Primary School, Grafton 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>	12	15	8	7	10	11	13	76	79
<b>Female</b>	12	14	10	15	12	14	14	91	94
<b>Indigenous</b> <i>count included in first two rows</i>	2	0	0	1	0	1	1	5	5
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	1	3	1	2	1	2	3	13	11

## 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>	95.0%	92.8%	94.2%	92.6%	93.3%	95.7%	95.2%	94.1%

## 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	14
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	15
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	6

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 93.96%. 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:

- During 2018 students were involved in a range of outreach activities, including fortnightly visits to the local nursing home where students spent time entertaining and speaking with the elderly



residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas.

- The students of St Mary's have a well developed sense of the importance of community and citizenship. All students wear their uniform with pride and value the opportunity to represent their school in their everyday actions within their school and in the community. The Year 6 school captains have implemented their own "Captain's Challenge" every week at assembly which challenges students to do their best and also recognises the efforts of students to meet the challenge they extend.
- St Mary's continues to offer the Making Jesus Real (MJR) program which is a programme designed to foster a relationship with Jesus that is real to the students and relevant to their daily lives. MJR is centred around the belief that we are the image of Jesus to all people around us. We are His representatives and our actions reflect His values taught in the Gospel. Jesus told us that we are all part of His family and that the way we treat others should be reflective of the way we would treat Him. An important aspect of MJR is learning how to recognise God Moments in an encounter with a friend, a cheerful greeting, a smile, a wink of encouragement, an offer of a helping hand or an unexpected compliment.
- 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. In 2018, the school held a special parent forum to address these and other values identified by the school community. 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.

## **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.

Parents are given the opportunity to meet, both formally and informally, regularly with staff at school. Effective communication is a priority for St Mary's with many different mediums offered to meet a range of preferences including Facebook posts, Skoolbag app, fortnightly newsletter, paper notices, online calendars, telephone calls, digital media boards and email.

Parent attendance at social and school functions is always high. Parent and Friends of the school report that they feel welcome in the school and enjoy attending events and visiting the classrooms to work and support learning.

In 2018, the school participated in DOLSIS SRC School Improvement Survey which is a key tool that provides the school with data from students, staff and parents to assist in understanding the needs of the school for future success and planning.

## **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.

Within these KLA's, the school provides Learning Support Programs for English and Mathematics. Students are identified for the programs through the schools Response to Intervention document.



Students are supported in English with Support A Talker, PreLit, MiniLit and MacqLit programs and the Extending Mathematical Understanding (EMU) program for Mathematics.

Enrichment opportunities are offered to students throughout the year. Year 5 and 6 students are involved in the Clarence Science Initiative (CSI), a unique educational program to enhance the mathematical, scientific and technological education of students in the Clarence Valley. Lunch time Art Club was held weekly allowing students to embrace their passion and skills in Visual Arts. Robotics Club was offered to students who hold an interest in Science and Engineering. Students were given the opportunity to enter Writing and Poetry competitions with great success.

Throughout 2018, the school purchased class sets of Chrome Books to allow students to easily access and incorporate technology into their daily learning. STEM equipment was also purchased and the early stages of planning for a STEM learning space began, to allow teachers and students a space to easily access and embrace the technology.

Learning and Teaching experiences are informed and planned by teaching teams using the CSO Curriculum Design model. The school further developed and adheres to the Whole School Agreed Practices documents for Literacy and Numeracy to ensure quality instruction that is consistent across the school that leads to improved student learning outcomes.

The school continued to work on developing a personalised learning pedagogical approach that targets the development of each student's opportunity for growth. This approach focuses on what the learner needs in order to be successful in achieving their learning goals. This pedagogy was developed through our whole school agreed practices.

The school provides a comprehensive educational program based on and implemented in accordance with the NSW Education Standards Authority 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.

Throughout the year we have continued to develop skills in strategies for the use of engaging strategies in writing. We launched our first annual writers festival in 2018 which allowed students to work side by side to write stories in workshops with published authors from the East Coast of Australia. Our main guest speaker was Tristan Bancks who delivered an inspirational speech to the school community.

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

- A variety of Diocesan led Discipleship programs which are an opportunity to bring students together for a day with like-minded peers, to share and build relationships that strengthen the practice of their Christian faith and to be leaders in building strong Catholic school communities. The activities were a mixture of large and small sharing groups as well as celebrating a Liturgy together.
- The students attend weekly Mass at St Mary's Church. The students attend in class groups and are given the opportunity of a tour of the church after Mass to learn about their Church, traditions and faith. The Priests are available for any questions from the teachers and students after Mass.
- The school musical production of 'Birds of a Feather' was a tremendous musical involving all students in the school. The production included class group dances, main characters and a little chicken asking the performers if they were her Mother. It was wonderful to bring our school community together.
- The school welcomed many authors to our first Annual Writers' Festival. Published writers from all over the East Coast of Australia visited the school on the day. Tristan Bancks began the day

with an engaging presentation. The visiting expert authors offered work shops for the students, teachers and parents throughout the day.

- Every year the highlight of Term 2 is our Grandparents Day. We welcomed parents, grandparents and great grandparents from our Parish School Community to the school. The day was an opportunity for families to come together to celebrate their child's success by seeing them engaged in their classroom, presenting their eisteddfod items and sharing a lunch.

### 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, 27 students presented for the tests while in Year 5 there were 25 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 Mary's Primary School, Grafton, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Mary's Primary School, Grafton 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										
<b>Reading</b>	27.7	25.0	24.7	25.0	20.2	30.0	12.8	15.0	7.2	5.0	3.8	0.0
<b>Writing</b>	10.9	5.0	36.0	25.0	24.3	35.0	18.4	15.0	5.4	15.0	2.8	5.0
<b>Spelling</b>	25.8	30.0	25.0	45.0	21.0	10.0	13.7	5.0	8.0	10.0	4.4	0.0
<b>Grammar and Punctuation</b>	30.9	40.0	16.8	20.0	23.2	25.0	12.5	5.0	8.2	5.0	4.2	5.0
<b>Numeracy</b>	17.8	20.0	25.7	30.0	26.5	40.0	16.6	5.0	10.1	5.0	2.1	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										
<b>Reading</b>	17.4	20.8	20.9	20.8	23.8	25.0	19.6	25.0	11.2	8.3	4.5	0.0
<b>Writing</b>	4.6	8.0	11.5	20.0	27.2	40.0	35.9	24.0	11.5	8.0	7.0	0.0
<b>Spelling</b>	14.6	16.0	22.7	16.0	31.1	32.0	17.7	32.0	9.3	4.0	3.6	0.0
<b>Grammar and Punctuation</b>	18.1	20.0	18.1	16.0	29.1	28.0	16.2	24.0	11.0	8.0	4.9	4.0
<b>Numeracy</b>	12.5	4.2	19.7	33.3	25.9	41.7	26.3	16.7	12.1	4.2	2.6	0.0

As can be seen from the table the percentage of students in the top two bands in Numeracy is pleasing compared to State figures. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Writing and Place Value. The high percentage of students achieving minimum standards in numeracy, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

### 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:

Staff Professional Learning Activity	Date	Presenter
Mathematics and Rich Tasks	30/04/2018	Jacqueline Moore and Tarnya Jones
Effective Teaching of Writing	23/07/2018	Jacqueline Moore
Spirituality Day	13/04/2018	School Leadership Team
Science and Technology Syllabus	28/09/2018	School Leadership Team

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

Activity	Staff numbers	Presenter
Curriculum Design Model for new teachers	4	Jacqueline Moore



STAR reading	2	Catholic Schools Office
Mentoring for Effective Teaching	2	Catholic Schools Office
Writing Workshop	1	Catholic Schools Office
Christian Meditation	2	Catholic Schools Office
Visible Learning	2	John Hattie
STEM Conference	2	Catholic Schools Office
Introduction to Rich Maths Tasks	2	Catholic Schools Office
Permeation of the Curriculum	3	Tarnya Jones
Consistent Teacher Judgement and Marking	4	Catholic Schools Office
School Administration and Accountabilities	2	Catholic Schools Office
EMU Leaders Refresher Course	2	Catholic Schools Office and Monash University
EMU Specialist Teacher Training	1	Catholic Schools Office and Monash University
EDUTech	1	EDUTech
Permeation of the New Syllabus for Science	2	Catholic Schools Office
SCOUT NAPLAN Training	2	Catholic Schools Office
Science and Technology Syllabus	2	Catholic Schools Office
Digital Inclusion for All	1	Catholic Schools Office
My Compliance Training	1	Catholic Schools Office
School Administration Software refresher training	1	Catholic Schools Office
Effective Writing Instruction	8	Lee Denton
Managing Anger and Potential Aggression (MAPA) course	2	Catholic Schools Office
Faith Leadership Conference	1	Catholic Schools Office
Implementing the Learning Progressions Tool in Literacy and Numeracy	7	Catholic Schools Office
K-8 Digital Technologies Conference	1	Catholic Schools Office
Graduate to Proficient Teacher Formation	4	Catholic Schools Office
Best Start Training	2	Catholic Schools Office

The professional learning expenditure has been calculated at \$7600 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 Mary's Primary School, Grafton requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. 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.

[Enrolment CSO](#)

### **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.

[Wellbeing Model Booklet](#)

### **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.

[Behaviour Management Booklet](#)

### **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.

[CSO Anti-bullying](#)

[CSO Discrimination and Bullying](#)

[SMP Anti-bullying](#)

#### 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.

[CSO Concerns and Complaints](#)

[SMP Parents concerns brochure](#)

#### 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 In 2018 we:</p> <ul style="list-style-type: none"> <li>Implemented an opportunity for students to attend Mass on a weekly basis.</li> <li>Implemented a children's liturgy roster for weekly children's liturgy lessons.</li> <li>Implemented the Class Parent program.</li> <li>Continued to develop the partnership with the Parent Assembly.</li> <li>Implemented class breakfasts and liturgies.</li> </ul>	<p>Catholic Identity and Mission In 2019 we aim to:</p> <ul style="list-style-type: none"> <li>Ensure that scripture and prayer is investigated consistently as part of the learning experienced in our classrooms.</li> <li>Implement a series of strategies that encourage parents to be part of their child's faith journey.</li> <li>Implement prayer at assemblies using the Liturgical calendar.</li> <li>Create a mechanism for teachers to share resources.</li> </ul>
<p>Organisation and Co-Leadership In 2018 we:</p> <ul style="list-style-type: none"> <li>Continued to liaise with the appropriate local entities to implement a traffic management plan for parent pick up.</li> <li>Implemented a passive play area to cater to students' needs.</li> </ul>	<p>Organisation and Co-Leadership In 2019 we aim to:</p> <ul style="list-style-type: none"> <li>Implement play areas for the infant students.</li> <li>Continue to become a more environment friendly school involving an environment leadership group and parents.</li> </ul>
<p>Teaching and Learning In 2018 we:</p> <ul style="list-style-type: none"> <li>Developed a whole school mathematics block and shared beliefs document.</li> <li>Reviewed and implemented a whole school spelling program and shared beliefs.</li> <li>Implemented an after school homework club.</li> <li>Developed strategies to improve engagement in writing.</li> </ul>	<p>Teaching and Learning In 2019 we aim to:</p> <ul style="list-style-type: none"> <li>Continue to implement and revise engagement in writing.</li> <li>Increase teacher knowledge base and practices of the effective teaching of mathematics to improve student learning and achievement in place value.</li> <li>Provide quality teaching and learning experiences to improve student outcomes, particularly in writing.</li> </ul>



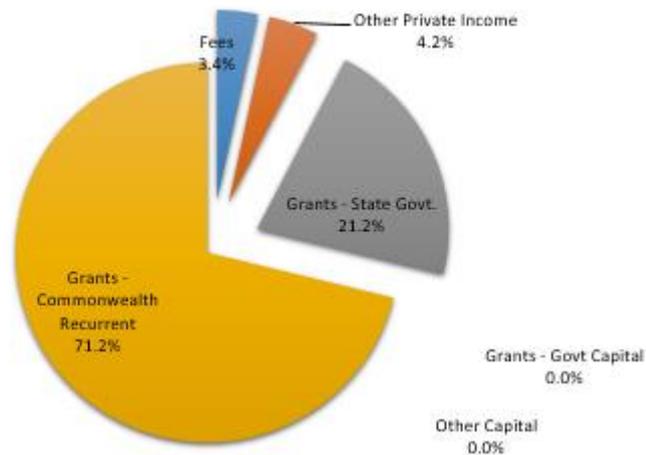
<ul style="list-style-type: none"> <li>Introduced STEM to the parish school community.</li> </ul>	<ul style="list-style-type: none"> <li>Implement a music program led by a specialist music teacher to build the capacity of teachers.</li> </ul>
<p>Community and Relationships In 2018 we:</p> <ul style="list-style-type: none"> <li>Encouraged and improved communication between all levels of staff.</li> <li>Reviewed and considered innovative timetable strategies to support our professional learning communities.</li> <li>Implemented community engagement.</li> </ul>	<p>Community and Relationships In 2019 we aim to:</p> <ul style="list-style-type: none"> <li>Continue to improve communication between all levels of staff.</li> <li>Encourage and improve communication between parents.</li> <li>Continue to build relationships with our parish school community.</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 Mary's Primary School  
GRAFTON**



**2018 EXPENSE - St Mary's Primary School  
GRAFTON**

