About this report

Mt St John Primary is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

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

The Report also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school’s Strategic Management Plan and Annual Plan.

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

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

The contents of this Report may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this Report may be obtained by contacting the school on 66572552 or by visiting the website at www.dorplism.catholic.edu.au.
1. Messages

1.1 Principal's Message

The primary purpose of Mt St John Catholic primary school is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. Mt St John 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 2014. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Mt St John has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- The Stage 3 classes entered the Newcastle Permanent Maths Competition again this year. Two students received certificates of Merit while three students were awarded a Distinction.
- Stage 3 students submitted essays in the RSL competition.
- The speeches written and delivered by Year 5 students seeking election as School Captains were of an exceptionally high standard. The content was well-thought out and considered, while the speeches were delivered with poise, confidence and maturity.
- Stage 3 students were involved in Robotics enrichment activities with students from St Mary’s in Bellingen, St Patrick’s in Macksville and St Mary’s in Bowraville.
- The NSW Year 6 Religious Education test saw two students receive a Distinction and two receive Credit Certificates.
- The Mini Mounties orientation to school program for pre-school aged children was again well-received this year.

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 during 2014:

- Dance Fever inter-school challenge.
- ANZAC Day March and Remembrance Service.
- Visits to and from Dorrigo Pre-School.
- Schools Clean Up Day.
- Performance at the Dorrigo Community Carols evening.
- NAIDOC on the Plateau Day.

Students performed well at various sporting events during the year. The following list provides some examples of sporting highlights.

- School representatives competed at Clarence Zone, Diocesan and State levels in Swimming, Cross Country and Athletics.
- The Active after School Care (AASC) program was again successful with a large number of children involved each week.
There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and school staff for their generous efforts. Mt St John is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Jim FitzGerald
Principal

1.2 A Parent Message

As the logo states ‘A small school with a big heart’ is how Mt Saint John’s Catholic Primary School is perceived, providing numerous opportunities to all students, in all areas of their learning.

As a representative of the Parents and Friends Association (P&F) I believe the teachers apply a high level of professionalism to all aspects of their work. In the past year I have noticed an increase in students attending Mt Saint John’s as a result.

Fundraising is an essential component in acquiring and improving our school facilities. In 2014 many fundraising events occurred including street stalls, Winter Warmers raffle, cake trolley, bulb orders and calendars. Thank you to parents, friends and the wider community for your ongoing support. Furthermore, raised money went towards much needed improvements in the canteen, as well as the installation of a recycling centre and additional sporting equipment. Our canteen coordinator did a great job in maintaining and organising rosters and orders to ensure our canteen was operational.

Parental involvement was in abundance with ‘many hands making light work.’

Mt Saint John’s families helped local families who were in need, through the Winter Warmers raffle and by donating presents to the Saint Vincent de Paul Christmas Appeal.

Our Parent Assembly representative kept up the good work throughout the year, keeping parents informed on social issues relating to their children’s wellbeing.

Lastly, many parents are involved in helping at our school which I believe is a reflection on the school as a whole - teachers, parents and students working together.

Melina Lawler
President, P&F Association

2. This Catholic School

2.1 The School Community

Mt St John is located in Dorrigo and is part of the Bellingen Parish which serves the communities of Dorrigo, Bellingen and Urunga. School families are drawn from Dorrigo and surrounding villages.

Last year the school celebrated 90 years of Catholic education.

The Parish Priest, Fr Jim Reilly, has had limited involvement with the school due to illness.

Mt St John 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:

- Parent mini-retreats.
- Involvement in church cleaning.
Involvement of Presentation Sisters.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school’s prayer life. The aims and direction of our parish school are guided by Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. 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

Mt St John caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL 2014</th>
<th>TOTAL 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>36</td>
<td>28</td>
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<tr>
<td>Indigenous count included in first two rows</td>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>LBOTE (Language background other than English) count included in first two rows</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents’ legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each term by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss the leave request.
The average student attendance rate for the school during 2014 was 94.5%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Year group</th>
<th>Attendance rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>89.5</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 5</td>
<td>97.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>96.9</td>
</tr>
</tbody>
</table>

2.4 Teacher Standards and Professional Learning

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

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.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94.67%. This figure is provided to the school by the CSO.

Increased enrolments saw an increase of 0.4FTE in staffing which was utilised to provide additional class teacher time.

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. In 2014, our core values were used in decision making processes 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 way we act and treat each other at our school.

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:

- Formal survey.
- Newsletter appeal for feedback at key moments during the year.
- Discussion at P&F meetings and Parent Forums.

3. Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development, Health and Physical Education.

The staff has continued in its work to implement the new Australian Curriculum with a particular emphasis on English and Mathematics. This work was facilitated by our Professional Learning Team which has led to an increased learning culture across the school.

Greater collaboration with planning and further cooperation and dialogue through programs such as Peer 2 Peer (P2P) has enhanced the professional learning environment and directly impacted on classroom practice.

3.2 Student Performance in National Testing Programs

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, three students presented for the tests while in Year 5 there were nine students.

In Literacy, there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.
In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At Mt St John, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff has participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of Mt St John students in each band compared to the State percentage.

<table>
<thead>
<tr>
<th>BAND</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>29.7</td>
<td>0</td>
<td>19.6</td>
<td>66.6</td>
<td>22.9</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>14.3</td>
<td>33.3</td>
<td>8.5</td>
<td>0</td>
<td>4.9</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>11.5</td>
<td>0</td>
<td>36.3</td>
<td>0</td>
<td>22.5</td>
<td>66.6</td>
</tr>
<tr>
<td></td>
<td>19.3</td>
<td>33.3</td>
<td>7.1</td>
<td>0</td>
<td>3.3</td>
<td>0</td>
</tr>
<tr>
<td>Spelling</td>
<td>26.3</td>
<td>0</td>
<td>24.5</td>
<td>33.3</td>
<td>22.8</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>11.7</td>
<td>33.3</td>
<td>11.2</td>
<td>0</td>
<td>3.4</td>
<td>0</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>32.5</td>
<td>33.3</td>
<td>22.0</td>
<td>33.3</td>
<td>20.7</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>14.0</td>
<td>0</td>
<td>7.0</td>
<td>0</td>
<td>3.8</td>
<td>0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>17.7</td>
<td>33.3</td>
<td>24.7</td>
<td>33.3</td>
<td>23.5</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>19.7</td>
<td>0</td>
<td>11.1</td>
<td>0</td>
<td>3.2</td>
<td>0</td>
</tr>
<tr>
<td>Data, Measurement, Space and Geometry</td>
<td>17.3</td>
<td>33.3</td>
<td>26.0</td>
<td>33.3</td>
<td>19.6</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>24.8</td>
<td>0</td>
<td>8.9</td>
<td>0</td>
<td>3.3</td>
<td>0</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>17.2</td>
<td>33.3</td>
<td>19.3</td>
<td>33.3</td>
<td>25.4</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>22.4</td>
<td>0</td>
<td>11.7</td>
<td>0</td>
<td>4.1</td>
<td>0</td>
</tr>
</tbody>
</table>
### Year 5 NAPLAN Results in Literacy and Numeracy

#### Percentage of students in Bands 3 to 8

<table>
<thead>
<tr>
<th>BAND</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
</tr>
<tr>
<td>Reading</td>
<td>16.9</td>
<td>22.2</td>
<td>18.3</td>
<td>44.4</td>
<td>25.7</td>
<td>11.1</td>
</tr>
<tr>
<td>Writing</td>
<td>5.6</td>
<td>0</td>
<td>12.0</td>
<td>22.2</td>
<td>28.3</td>
<td>22.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>14.7</td>
<td>11.1</td>
<td>28.1</td>
<td>22.2</td>
<td>25.6</td>
<td>33.3</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>22.7</td>
<td>0</td>
<td>21.8</td>
<td>55.5</td>
<td>21.5</td>
<td>22.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>13.8</td>
<td>11.1</td>
<td>14.7</td>
<td>0</td>
<td>29.8</td>
<td>66.6</td>
</tr>
<tr>
<td>Data, Measurement, Space and Geometry Number, Patterns and Algebra</td>
<td>10.5</td>
<td>11.1</td>
<td>13.0</td>
<td>0</td>
<td>29.4</td>
<td>66.6</td>
</tr>
</tbody>
</table>

The results displayed in the tables show that the students have performed well in these assessments. In Year 3, all students achieved above the minimum standard across all areas tested.

In Year 5, all students except those identified as Additional Needs, also achieved above the minimum standard. The impact of targeted intervention, especially through the QuickSmart program, has enabled students to achieve above-expected growth (e.g. Numeracy at 57.1%, Spelling at 100% and Reading at 85.7% above expected growth).

The data indicates a need to investigate moving students from the lower and middle bands to higher achievement bands, especially in the aspect of Numeracy in Year 5.

Reading continues to be strength in both Year 3 and Year 5.

These results will be analysed further to inform and guide the direction of curriculum development and student learning.

### 3.3 Teacher Professional Learning

Whole staff development day professional learning activities in 2014 were:

<table>
<thead>
<tr>
<th>Staff Professional Learning Activity</th>
<th>Date</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths Syllabus</td>
<td>8/10</td>
<td>LOC, LOP, Principals</td>
</tr>
<tr>
<td>English Syllabus</td>
<td>15/7</td>
<td>LOC, LOP, Principals</td>
</tr>
<tr>
<td>Maths Syllabus</td>
<td>11/8</td>
<td>LOC, LOP, Principals</td>
</tr>
<tr>
<td>Spirituality</td>
<td>19/9</td>
<td>SEACS, Principals</td>
</tr>
</tbody>
</table>
Additionally staff attended either singly or in groups a range of professional development opportunities including:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Staff numbers</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>MJR</td>
<td>2</td>
<td>Peter Mitchell</td>
</tr>
<tr>
<td>ASD</td>
<td>2</td>
<td>CSO</td>
</tr>
<tr>
<td>Assessment</td>
<td>1</td>
<td>CSO</td>
</tr>
<tr>
<td>Spirituality</td>
<td>2</td>
<td>CSO</td>
</tr>
</tbody>
</table>

The professional learning expenditure has been calculated at $5120 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4. School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2014.

<table>
<thead>
<tr>
<th>Policy name</th>
<th>Status in 2014 (No change, new policy, changes made)</th>
<th>Access to this policy at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastoral Care</td>
<td>Changes made</td>
<td><a href="http://www.dorplism.catholic.edu.au">www.dorplism.catholic.edu.au</a></td>
</tr>
<tr>
<td>Anti-Bullying</td>
<td>Changes made</td>
<td><a href="http://www.dorplism.catholic.edu.au">www.dorplism.catholic.edu.au</a></td>
</tr>
<tr>
<td>Wellbeing (Welfare)</td>
<td>Changes made</td>
<td><a href="http://www.dorplism.catholic.edu.au">www.dorplism.catholic.edu.au</a></td>
</tr>
<tr>
<td>Maintenance</td>
<td>Changes made</td>
<td><a href="http://www.dorplism.catholic.edu.au">www.dorplism.catholic.edu.au</a></td>
</tr>
<tr>
<td>Infectious Diseases</td>
<td>Changes made</td>
<td><a href="http://www.dorplism.catholic.edu.au">www.dorplism.catholic.edu.au</a></td>
</tr>
<tr>
<td>School Uniform</td>
<td>No change</td>
<td><a href="http://www.dorplism.catholic.edu.au">www.dorplism.catholic.edu.au</a></td>
</tr>
<tr>
<td>Medication</td>
<td>No change</td>
<td><a href="http://www.dorplism.catholic.edu.au">www.dorplism.catholic.edu.au</a></td>
</tr>
<tr>
<td>First Aid</td>
<td>Changes made</td>
<td><a href="http://www.dorplism.catholic.edu.au">www.dorplism.catholic.edu.au</a></td>
</tr>
<tr>
<td>Student Technology Use</td>
<td>New Policy</td>
<td><a href="http://www.dorplism.catholic.edu.au">www.dorplism.catholic.edu.au</a></td>
</tr>
<tr>
<td>Risk Management</td>
<td>No change</td>
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</tr>
<tr>
<td>Hazardous Substances</td>
<td>No change</td>
<td><a href="http://www.dorplism.catholic.edu.au">www.dorplism.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

4.2 Enrolment Policy

Every new enrolment at Mt St John requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school’s website. The School Enrolment Policy explains the Parish enrolment guidelines.
4.3 Student Welfare Policy, Pastoral Care Policy

Mt Saint John’s (MSJ) Pastoral Care Policy incorporates the school’s Wellbeing Policy, Code of Conduct, Anti-bullying Policy and Behaviour Management Policy with focus on the school’s Core Values:

- Respect
- Responsibility
- Integrity
- Service
- Compassion
- Cooperation and
- Enthusiasm.

MSJ strives to create a school environment promoting health, spirituality, fairness and justice, and emotional and social well-being.

Pastoral care of students at MSJ refers to action taken within a school by its leaders and community members to promote and enhance student wellbeing of a personal, social, physical, emotional, mental or spiritual nature. The key elements of student wellbeing are in accordance with the school’s core values and rules.

- Positive self-regard
- Respect for others
- Positive relationships and responsibility
- Responsible behaviours
- Compassion
- Cooperation, and
- Personal resilience.

4.4 Discipline Policy

Our discipline policy is grounded in both our Core Values and Code of Conduct statement. Each class agrees upon rules, at the commencement of each year, under the headings of Safety, Learning, Respect and Self-Responsibility. Students at Mt St John’s are expected to follow all school rules. The safety and learning needs of the students are paramount. If misbehaviour occurs the following strategies will be used: rule and behaviour reminders, time out, and teacher-student conferences, lunch-time reflections, behaviour notes sent home and parent meetings.

If the behaviour is of a serious or repeated nature it may result in in-school suspension, suspension from school or expulsion.

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.
4.5 Complaints and Grievance Policy

The School Handbook provided to each parent on enrolment contains a section on parent-teacher contact. This school welcomes parent-teacher contact and suggests mutually acceptable times for interviews to be arranged outside of class teaching time.

Early in each year, an insert in the newsletter asks parents to contact the school if there is a matter to be resolved. If a meeting with the class teacher does not resolve the issue, parents and teachers are encouraged to discuss the matter with the principal.

A full copy of the Diocesan Parent and Care-Giver Concerns and Complaints Policy is available on the school website.

5. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2014 was a very rewarding year. Listed below are a number of main goals and priorities that the school focused on during the year.

<table>
<thead>
<tr>
<th>Catholic Faith and Culture</th>
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<tbody>
<tr>
<td>Promote the link between school and Parish.</td>
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<tr>
<td>Engage parents in spiritual development.</td>
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<td>Continue with the development of staff spirituality.</td>
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<tr>
<th>Teaching and Learning</th>
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<tr>
<td>Continue to develop the working of the Professional Learning Team.</td>
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<tr>
<td>Implement effective changes to classroom pedagogical practice.</td>
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<td>Develop data tracking.</td>
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<tr>
<th>Organisation and Administration</th>
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<tr>
<td>Review existing school policies and develop policies for new areas (e.g. technology use, transport safety – truck movements).</td>
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<tr>
<td>Align Assembly presentations and Tuesday activity groups.</td>
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<tr>
<td>Continue with enhanced curriculum – Fundamental Movement Skills (FMS), AASC, Music Stars, Life Education Van.</td>
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<th>Relationships</th>
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<td>Continue to develop effective communication with all staff, especially including part-time staff.</td>
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<tr>
<td>Provide opportunities for parents to be involved with curriculum developments.</td>
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<tr>
<td>Use the Skoolbag app to improve communication.</td>
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6. Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2014 is presented below: