

Annual School Report

2019 School Year

St Mary's Primary School, Grafton



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About this report

St Mary'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 6642 2262 or by visiting the website at 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 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 Mary'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:

- Participated in the Clarence Valley's Long Way Home Writing Competition for students from Stage 2 and Stage 3. Six of our students were successfully shortlisted and selected to be published in the book titled, 'The Long Way Home, Stories From the Clarence Valley'.
- Scored well above average in the Year 6 NSW Catholic Schools Religious Education Test. Of the twenty four students who sat the exam we had six students receive Distinctions and one student receive a High Distinction.
- Achieved 66% of students at or above spelling age in the South Australian Spelling Test.
- Showed an outstanding response to the University of NSW Competitions with participants achieving credit and distinction results in English and Mathematics.

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:

- Gained third place in the annual Jacaranda March of Youth and participated in the annual Jacaranda Float Procession.
- Performed in the annual Grafton Eisteddfod finishing in first place for senior verse, second place for the percussion group and highly commended in senior choir, infant choir and verse speaking.
- Participated in the annual Grafton Show Art Competition with all students contributing to a single art piece.
- Participated in high numbers at the community celebrations of ANZAC Day, Vietnam Veterans Day and Remembrance Day services.
- Conducted regular visits to Dougherty Villa, the residential aged care facility which allowed the students to interact with the residents and gain insights into their wealth of knowledge and experience.
- Empowered our Mini Vinnies group to work with our community, developing empathy for others and a desire to serve.



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

- Two students represented the Lismore Diocese at Polding Athletics Trials in Sydney.
- Two students represented the Lismore Diocese at Polding Cross Country Trials in Sydney.
- Two students represented the Polding Region for Hockey at NSWPSA Trials in Sydney.
- Seven students and one relay team from St Mary's represented the Clarence Zone at the Diocesan Athletics Trials.
- St Mary's students engaged in over ten different sports throughout the year, utilising \$6490 funding from the 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 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 Grafton is the Parents and Friends Association which consists of school executives and parent representatives who meet monthly at the school throughout the school year.

Our role as the Parents and Friends is to support our wonderful school and be the link between parents and the school staff. This is conducted by our Class Parent Representatives who assist with communication between the staff and the Parents and Friends. 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). We also assist with parent education and parent forums (Science, Technology, Engineering and Mathematics 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, Colour Run, Easter raffle and Tombola, Athletics and Swimming Carnival BBQ's, Mothers' and Fathers' Day stalls, Christmas celebrations and social dinners for all stages). Our Parents and Friends 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 books for our library, sport and landscape equipment for the safety, learning and beautification of our school grounds. We also provided a donation towards the Year 6 Committee for their end of year graduation celebrations.

In 2019, our dedicated Parents and Friends team met on eight 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 and Friends team and we hope to continue this strong bond over the coming year. As the President of the Parents and Friends 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 2020.

Louise Thompson
President



2.0 This Catholic School

2.1 The School Community

St Mary's Primary School is located in Grafton and is part of the Clarence Valley Parish which serves the communities of South Grafton, Junction Hill, Coutts Crossing, Fortis Creek, Glenreagh, Ulmarra, Southgate, Whiteman Creek, The Pinnacles, Moleville Creek, Lawrence, Carrs Creek, Waterview Heights, Trenayr, Copmanhurst, Clarenza, Lanitza, Baryulgi and Alumy Creek, from which the school families are drawn.

Last year the school celebrated 152 years of Catholic education.

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

St Mary'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:

- Offering retreats for students preparing for the reception of the Sacraments of Reconciliation, Eucharist and Confirmation joining with students, staff and parents from St Joseph's Primary in South Grafton.
- Staff participation and facilitation of Children's Liturgy at regular Sunday Masses and being involved in the Ministries of Reading and Commentating.
- Providing opportunities for each class to attend the weekly Friday Mass at St Mary's Catholic Church.
- Presented a Nativity Play and Family Picnic where Parishioners and Priests were invited to enjoy the community celebration.
- Active involvement in the St Vincent de Paul 'Mini Vinnies' program which raised funds for the victims of local bushfires, the St Vincent de Paul Winter and Christmas Appeals.

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 Mary'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	15	15	14	9	9	10	10	82	76
Female	14	12	12	10	19	11	15	93	91
Indigenous *	1	2	0	0	1	0	1	5	5
EALD *	1	1	4	0	3	1	2	12	13

* 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
94.6%	95.1%	92.8%	94.0%	92.5%	93.8%	95.2%	93.6%

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 NESA. 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 18 teacher(s) accredited with NESA, 12 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 9 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 92.8%. 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 2019, 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. Making Jesus Real (MJR) awards were presented at our weekly whole school assemblies, while outstanding citizenship was recognised at the Annual School Awards Ceremony with an award from the Federal Member of Parliament.

- 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 2019, the school held a special parent evening on the theme of supporting healthy friendships amongst their children. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's behaviour management 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.

In 2019, the school participated in the School Review and Improvement process supervised and supported by the Catholic Schools Office. School Review and Improvement offers the school the opportunity to review all aspects of school life and plan ahead for the next five years. During School Review and Improvement a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.

Our parent social gatherings are very popular and provide the school with authentic feedback and an opportunity to build community connections and celebrate achievements.

The Building Cultural Capacity program that was led by the school leadership in partnership with the Catholic Schools Office provided many rich opportunities for discussion as a school community to improve school processes.

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.

- St Mary's focuses on the growth of every individual child. This means that each child is supported in such a way that they grow and improve in their learning. Students are supported and encouraged through rigorous and innovative learning experiences designed to engage them in quality instruction.
- Students are supported through quality differentiated learning experiences and Learning Support Programs are provided for students identified through the Response to Intervention model. These programs include Succeeding Together as Readers (STAR), Support-a-Talker, Pre Lit, MiniLit, MacqLit, Leveled Literacy Intervention and Extending Mathematical Understanding and are delivered in small groups by specialist teachers and trained Student Education Workers.
- Enrichment opportunities are offered throughout the year. In 2019, Year 5 and 6 students were involved in the Clarence Science Initiative (CSI). Lego and Robotics Club was offered to allow students to further develop their knowledge and skills in Science and Engineering. Students were given opportunities to enter local writing and poetry competitions.



- In 2019, a Science, Technology, Engineering and Mathematics learning space was created to allow easy access to newly purchased Science, Technology, Engineering and Mathematics equipment. Technology is used to support individualised learning and enable effective pedagogical practices to support student learning.
- St Mary's Primary School recognises the importance of whole school shared beliefs and practices in literacy and numeracy and plans individualised learning experiences using the Catholic Schools Office curriculum design model.

The school continues to work towards developing contemporary pedagogies with a focus on clarity of learning. This pedagogy underpins learning across the school and ensures students are able to clearly articulate their learning through engagement with learning intentions and success criteria. In 2019, the school also engaged in specific professional learning focussing on effective feedback.

This approach to pedagogy ensures we are being innovative and purposeful. As professional learning teams, the staff collaborate when developing programs of work to maintain high standards and quality approaches whilst making sure that student outcomes drive educational decision making. We aim to target our teaching to ensure that every student learns at high levels. This is achieved by ensuring that meaningful data is regularly collected and as a staff, we are responsive to this information.

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

- Our highly successful annual Writer's Festival where authors and illustrators from many fields presented workshops to students, staff and parents. This was an engaging and exciting event for the community of the school.
- The NSW Premier's Reading Challenge. Eighty-eight students completed the challenge with one student gaining a Platinum Certificate (completion of seven years participation) and four students receiving their Gold Certificates (completion of four years participation).
- A whole school guitar program that featured a partnership with the Clarence Valley Conservatorium of Music.
- Welcoming members from the Sisters of Mercy to celebrate and acknowledge their annual feast day.
- The Annual CanDo Cancer Trust swimming fundraiser event to raise money for Mid North Coast Cancer Institute Patients.

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, 17 students presented for the tests while in Year 5 there were 21 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, 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 Mary'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	State	School	State	School	State	School	State	School	State	School
Reading	22.7	17.6	24.5	29.4	19.9	11.8	13.1	23.5	9.0	11.8	2.2	0.0
Writing	19.4	5.9	38.6	47.1	25.5	35.3	11.3	11.8	4.0	0.0	1.2	0.0
Spelling	23.2	17.6	24.8	17.6	20.2	11.8	14.3	23.5	6.6	23.5	4.6	5.9
Grammar and Punctuation	27.9	29.4	21.8	23.5	16.4	11.8	12.9	17.6	6.8	11.8	3.5	5.9
Numeracy	15.3	11.8	23.4	29.4	25.9	29.4	18.6	23.5	9.5	0.0	2.8	5.9

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

BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	15.0	0.0	22.8	42.9	28.2	33.3	18.4	14.3	9.1	9.5	3.8	0.0
Writing	5.6	0.0	13.4	9.5	32.2	42.9	31.9	38.1	10.9	9.5	4.4	0.0
Spelling	13.1	9.5	25.2	33.3	27.0	33.3	20.8	14.3	7.5	9.5	3.5	0.0
Grammar and Punctuation	13.9	0.0	22.0	19.0	21.5	42.9	20.1	23.8	10.9	9.5	5.7	0.0
Numeracy	10.5	14.3	19.3	14.3	28.5	28.6	25.3	42.9	11.0	0.0	2.7	0.0

- As can be seen from the table the percentage of students in the top band for Grammar and Punctuation in Year 3 is pleasing compared to State figures. Over 70% of students in Year 5 scored in the top 3 bands for Spelling.
- 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 area of writing.

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
Clarity - Learning Intentions and Success Criteria	29/04/2019	Jacqueline Moore
John Hattie - Feedback	22/07/2019	Matthew Green
Building Cultural Capacity	16/08/2019	School Service Consultant
PDHPE Syllabus	14/10/2019	Matthew Green

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

Activity	Staff numbers	Presenter
EMU Specialist Teacher Course OPL	3	CSO and Monash University
EMU Specialist Teacher OPL Day 2	2	CSO and Monash University
Additional Needs ANT wrap up	1	CSO
Building Cultural Capacity Leadership Workshop - Cohort 3	4	CSO
Building Cultural Capacity School Improvement Team (SIT) Workshop	5	CSO
Christian Meditation: Introductory Staff Formation Day 2019	3	CSO
Creative Pedagogies and Teaching the History of War and Commemoration 2019	1	CSO
Proclaim Lismore Staff 2019	20	CSO
HR Days	3	CSO
IEW Mental Health and First Aid Training 2019	1	CSO
Introduction to Texthelp	2	CSO
K-10 Learning Progressions - Information Workshops 2019	3	CSO
K-6 English Block: ES1/Stage 1 2019	4	CSO
K-6 English Block: ES1/Stage 1 2019	1	CSO
K-6 Indigenous Education Workers Cluster Training - 2019	2	CSO
K-6 English Block: S2/S3 - 2019	1	CSO
K-6 PDHPE New Syllabus 2019	4	CSO
K-6 English Block: S2/S3 - 2019	2	CSO
K-6 English Block: S2/S3 - 2019	1	CSO
Learning & Teaching Collaboration Day	2	CSO
Learning and Teaching Collaboration Days Term 2, 2019	2	CSO
Learning and Teaching Collaboration Days Term 3, 2019	2	CSO



Learning & Teaching Collaborative Days - Term 4 2019	2	CSO
Leading Mathematics Learning and Teaching	1	CSO
Lismore Diocesan Primary Sports Council Meetings 2019	1	CSO
Lismore Diocesan Primary Sports Council Meetings 2019	1	CSO
Lismore Diocesan Primary Sports Council Meetings 2019	1	CSO
Lismore Diocesan Primary Sports Council Meetings 2019	1	CSO
Mentoring for Effective Teaching (MET) 2019	2	CSO
Mandatory Child Protection Training	24	CSO
Primary Leaders of Catechesis, Leaders of School Evangelisation and AP (Mission) Term one 2019	1	CSO
RELIGIOUS EDUCATION LEADERSHIP CONFERENCE 2019 - LOCT, LOSE, AP (MISSION)	1	CSO
Responsible Persons Governance Training	2	CSO
SAS Users Training Days	2	CSO
School Administration Inservice Day 2019	3	CSO
SEACS - Porta Fidei Staff Retreat	1	CSO
Seasons For Growth: Online Reconnector Workshops 2019	2	CSO
Stage 3 Mathematics Planning and Assessment Workshops 2019	2	CSO
Stage 2 Mathematics Planning and Assessment Workshops 2019	3	CSO
Graduate to Proficient Teacher Formation Program 2019	1	CSO
Parish School Spirituality Module 1 2019	21	CSO
Parish School Spirituality Module 3 2019	20	CSO
Graduate to Proficient Teacher Formation Program 2019 Day 3 1st Year	1	CSO
Proclaim Lismore Staff 2019	20	CSO
Graduate to Proficient Teacher Formation Program 2019. 1st Year Graduates and Mentors. Day 4.	1	CSO

The professional learning expenditure has been calculated at \$4982 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 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. The policy was reviewed and updated with the link to the online application for enrolment.

[Link to St Mary's Primary School Enrolment Policy](#)

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 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. The policy has been reviewed and ratified by the Principal.

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. The policy has been reviewed and ratified by the principal, 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.

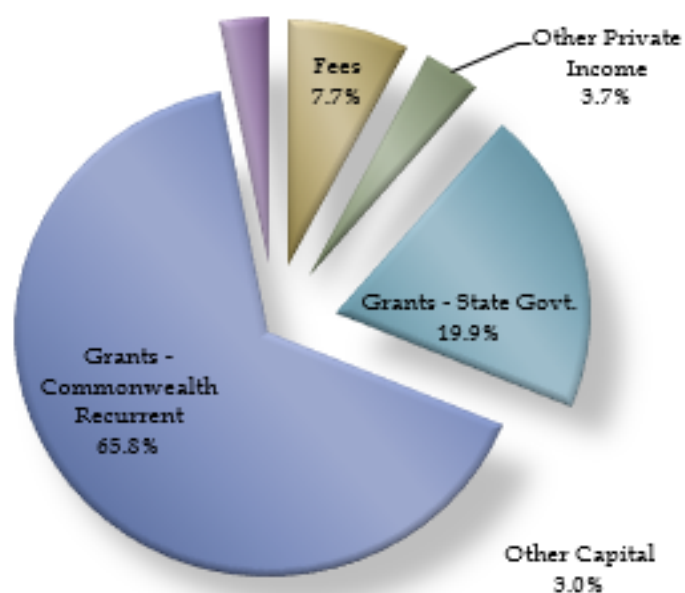
Key improvements achieved this year	Key Improvements for 2020
Mission of Jesus Christ Our 2019 goal for the Mission of Jesus Christ was to enable students to articulate their understanding of the importance of prayer in the development of their faith and the relationship that scripture has with their own lives.	Mission of Jesus Christ Our 2020 Mission of Jesus Christ goal is to strengthen our whole school evangelisation program by fostering a deeper community understanding of the Church's mission.
Learning and Teaching Our 2019 Learning and Teaching goal was to provide quality teaching and learning experiences to improve student outcomes, particularly in writing.	Learning and Teaching Our 2020 Learning and Teaching goal is to improve the schoolwide use of Learning Intentions and Success Criteria to ensure student clarity of learning.
Pastoral Care Our 2019 Pastoral Care goal was to effectively support the wellbeing of all Parish School community members.	Pastoral Care Our 2020 Pastoral care goal is to improve the wellbeing of all members of our school community through more engaging parent partnerships and the implementation of a whole-school approach to student emotional learning.

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 Mary's Primary School GRAFTON



2019 EXPENSE - St Mary's Primary School GRAFTON

