

St Philomena's School

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Parish Priest: Fr Paul McCabe

Parish: St Francis Xavier's, Moree

Principal: Karen Jagers



Annual School Report 2013

Mission/Vision Statement

Our mission is to provide students with a Catholic Education in a caring, disciplined environment where striving for excellence and respect for others are promoted.

About this Report

St Philomena's School is registered by the Board of Studies (NSW) and managed by the Catholic Schools Office, Armidale, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990. The annual report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The report describes achievement of school development priorities in 2013 and gives information about 2014 priorities. This Report complements and is supplementary to school newsletters and other regular communications. This Report is sent to the Catholic Schools Office, Armidale for validation with the requirements of the Education Act 1990 before being forwarded to the Board of Studies. Following its submission to the NSW Board of Studies the report will be presented to the parent body and be available on the CSO website by 30 June 2014. The school consultant also validates that the school has in place appropriate processes to ensure compliance with all NSW Board of Studies requirements for Registration.

Principal's Message

St Philomena's School is a Catholic school offering a K-10 education span. The school invites parents to share an active involvement in the life of our school and offers a variety of opportunities for parent participation, including attendance at parent

forums and information meetings. We believe that this enhances each child's education through strong home school relationships. Our school is a place of welcome, involvement and belonging where a strong emphasis is placed upon pastoral care for all members of the community and leadership opportunities are fostered. St Philomena's School functions as one school, with primary and secondary sections working closely together to build the community's mission and goals. A policy of inclusion is promoted, assuring that the educational needs of the students are addressed by our dedicated staff. Within a caring learning environment, characterised by strong parental involvement, dedicated and experienced staff provide firm foundations in literacy and numeracy and seek to inspire a lifelong love of learning. An ongoing commitment to teacher professional development fosters innovative teaching practice that addresses student learning needs. We value the importance of daily literacy and numeracy blocks in prime learning time and the development of critical thinking skills, with an independent approach to learning emphasised in both the primary and secondary departments. Inclass support strategies assist students with special learning needs and opportunities for extension are also built into the curriculum. There is a strong sense of community at St Philomena's School. With a dedicated staff, an active Parents' and Friends' Association and a progressive School Board, the school is part of a vibrant and supportive parish led by Parish Priest Fr Paul McCabe. Family involvement is a very important part of school life as well. We warmly welcome enquiries and visits from all prospective families seeking a Catholic education to see our

school for themselves.

Prior to the conclusion of the 2013 school year, a delegate of the Minister of Education confirmed an approved Australian Government Capital Grant of \$722,187 as a contribution to assist St Philomena's School with a building/refurbishment project to create a new 21 century library in the existing cluster area and renewed learning spaces in the current library area. The Australian Government's contribution to this project under the Capital Grants Program (CGP) is allocated through the NSW Catholic Block Grant Authority (CGBA). Architects have created exciting plans that will transform these interior spaces and the outside surrounds into vibrant environments. With an approved building development application, St Philomena's expects to commence this work in Semester Two 2014.

Parental Involvement

St Philomena's School is fortunate to have generous and keen assistance from its parents. 2013 has been another progressive year for St Philomena's School. Significant improvements for the school this year include the final stage of the upgrade of heating and cooling of all classrooms, a phased approach to the purchase of new classroom furniture across the school, significant investment in technology with the further purchasing to computers, ipads, and smart boards, undertaking on the first stage of the security fence around the northern end of the school and upgrade to the barbeque hut. The School Board and the Parents' and Friends' Association have been pleased to have had the opportunity to offer financial support, advice and assistance to these projects. I applaud those volunteers who find the time in their busy schedule to come and lend a hand at the canteen, assist in classroom based activities, sports activities, excursions, attend regular meetings of the School Board and Parents and Friends Association (P&F) and organise the many fundraising and social events that make our P&F so successful. Those who take on executive positions in our parent body groups are keenly acknowledged and thanked.

The announcement of the approved grant from the Australian Government Capital Grants Program of \$722,187, as a contribution to assist St Philomena's School with its building project of library and learning spaces is a welcomed gain. This will be an exciting time for the school as it upgrades these learning spaces. It has been another extremely busy year for the St Philomena's staff. The School Board would like to acknowledge the professionalism and commitment of all staff across the school and to acknowledge the many extra-curricular activities that they have been involved in throughout the year. The School Board would like to thank Principal Mrs Karen Jagers and her leadership team for their commitment

and dedication to St Philomena's School. Father Paul's significant contribution to St Philomena's School, both pastorally and operationally, and his wise counsel to the School Board are instrumental to the running of our school. Educating our children is a partnership effort between parents, carers, our teachers and the entire school staff. Continuing to keep this partnership alive and strong will assist St Philomena's School to continue to grow and prosper for the benefit of our children into the future.

2013 School Board Chair Person.

Student Leadership

The student Prefect Body is comprised of eight students; two School Captains from each of the primary and secondary departments and two Prefects from each of the primary and secondary departments. Impact Leadership Workshops were valuable tools for leaders and aspiring leaders. The primary leaders attended an Impact Leadership Workshop hosted in Moree, early in the year, while aspiring 2014 secondary leaders travelled to Tamworth in November to join other schools. All students rated the workshops highly with a recommendation to attend in 2014.

The Prefect Body both represents and assists where needed. In 2013 it was called on frequently and in many different ways during the year. The following are just some examples of our participation in school life. When needed, assistance was provided in the canteen serving, planning and helping at discos, assisting at Grandparent's Day, St Philomena's Open Day, Spring Fair, school assemblies, representing the school at ANZAC Day and Legacy Badge Selling Day, St Vincent de Paul fundraising and being part of special assemblies, and Masses: including Remembrance Day, NAIDOC Week and Thanksgiving Mass. While St Philomena's School has a specific Prefect Body, leadership opportunities exist in other diverse ways. Examples of these are library monitors, sporting house captains, leaders of social justice activities and peer support opportunities.

School Profile

School History

St Philomena's is one of the oldest schools in Moree. It was opened by the Sisters of Mercy in 1898. For many years the Sisters operated two schools in Moree, one in East Moree and the St Philomena's current site. In 1912 the Sisters expanded the school into secondary education. Throughout the 1900's there were boarders at the school at different periods of time. In 1967 the secondary section closed

following the introduction of the Wyndham Scheme. In 1999 the secondary section reopened. In 1987 the Christian Brothers took over the management of the school. Mr Kevin Humphries was appointed as the first lay principal in 1993. During his time as Principal he was responsible for expanding the school into a K-10 school. To date St Philomena's has been led by four lay Principals.

Location/Drawing Area

St.Philomena's School is situated in Moree, which is a prosperous agricultural shire, and is part of the St Francis Xavier's Parish. The town itself has a population of about 10,000 with another 5,000 to 6,000 in other parts of the shire. The main agricultural crops are cotton, wheat and other broadacre crops. There are two state primary schools and a split campus state secondary College, a (K to 10) Christian School and the St Philomena's School site. There is a sense of cooperation between the schools which benefits the students from each system. The majority of our students live within a 20 minute trip to school although some travel in excess of an hour each way to school. One challenge for the town concerns the demographics of the population. From 2000 to 2004 there was a 22% reduction in the number of births recorded at the Moree hospital. In 2006 the "Coach and Bus Owners Association" released a study which reported on predicted population changes in N.S.W. country towns. This showed a considerable reduction in the number of children in the under 14 age group, by the year 2030. These figures have obvious implications for all schools, if they prove to be correct. From 2001 to 2009 there was a drop of about 10% of the population. While the Bureau of Statistics predicts that the NSW population will increase, it also predicts a 7% decline in the northern region.

Enrolment Policy

St Philomena's School follows the Bishop's Commission for Catholic Schools policy Enrolment of Students in Catholic Systemic Schools in the Diocese of Armidale 2002. This document can be obtained from the school office or is available on the Catholic Schools Office web site: <http://www.arm.catholic.edu.au>.

Student Enrolment

Year	Boys	Girls	Indigenous	LBOTE
K	27	26	7	2
1	21	27	2	5
2	24	22	8	1
3	22	19	1	1
4	17	13	4	1
5	25	22	3	0
6	16	21	7	1
7	15	18	4	0
8	14	17	3	0
9	19	18	1	0
10	10	9	0	0
2011	223	198	59	3
2012	224	196	44	5
2013	210	212	40	11

Apparent & Actual Retention Rates

A	Year 7 Total Enrolment 2010	30
B	Year 10 Total Enrolment 2013	19
C	Year 7 Enrolment at Census Date remaining in Year 10 at Year End	18
D	Apparent Retention Rate (%) B/A	63
E	Actual Retention Rate (%) C/A	60

Student Mobility

At the commencement of the 2013 school year there were approximately 60 new enrolments. These were predominately in Kindergarten and Year 7. As has been the continuing case, and significantly due to parental employment transfer and declining employment opportunities, approximately 25 students moved through our school for relocation. The students moved to other towns. Students from Year 6, 7, 8 and Year 9 left to attend boarding school facilities. The town has a strong tradition of utilising boarding facilities in larger regional towns and city centres.

Student Attendance

Average daily attendance for 2013

Kindergarten	92%
Year 1	93%
Year 2	92%
Year 3	93%
Year 4	92%
Year 5	92%
Year 6	92%
Year 7	90%
Year 8	90%
Year 9	87%
Year 10	91%
All students	91%

Management of Non-Attendance

School attendance is managed in accordance with the Catholic Schools Office Guidelines for the Management of Student Attendance.

The school has a responsibility to monitor and follow up student non-attendance. Where a student is absent for two days and no parent/guardian explanation has been offered, follow up contact to the parent/guardian is made. Through the school handbook and newsletter, parents/guardians are regularly informed of their responsibility to ensure their school age children are present at school and of the requirement to provide a written (note /email) or verbal explanation for absence. Written correspondence is provided to parents where absence has reached particular levels where potential to learning is at risk. Where needed, outside agencies are utilised to support families. In accordance with the 2009 Keep Them Safe reforms for the safety and well-being of children, the school acts as a mandatory reporter where absenteeism becomes a significant risk of harm.

Post-School Destinations

The 2013 Year 10 cohort commenced with 21 students, with a final enrolment of 19. At the conclusion of the 2013 school year, knowledge held by the school was that one student was moving into an apprenticeship/traineeship and another into full time work. The remaining students, were continuing their formal school education, enrolling in Year 11 with the aim of completing the Higher School Certificate in 2015. Students enrolled locally at Moree Secondary College while one student enrolled at a location other than Moree. Two of these students are combining school based traineeships/apprenticeships with their Year 11 studies.

Staff Profile

In 2013 St Philomena's was staffed by 31 full time / part-time teachers. The school executive comprises the principal, two assistant principals, 1x REC, 4 coordinators and the finance officer. The school has a mix of both experienced and early career teachers. The school has a full time learning support teacher/s and librarian. Co-ordinators have been appointed in the areas of secondary and primary curriculum. A combined total of 18 staff work in areas of administrative and classroom support. These include the finance officer, clerical library, canteen, technology, grounds and maintenance personnel. Classroom learning is supported by education assistants and Aboriginal

education assistants. 1 permanent part-time and 1 temporary full time teaching staff members left at points in the school year as did 1 educational assistant. At the conclusion of the 2013 school year, due to temporary contacts concluding, return of staff from leave and resignations, 3 teaching staff members did not continue in 2014. 2 staff members are undertaking leave in 2014. St Philomena's School has 5 indigenous staff members who work in the roles of administration, educational assistant and grounds/maintenance.

The average daily staff attendance rate for 2013 was 95.22%.%

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
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Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
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Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%
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* Australian Education Institution - National Office of Overseas Skills Recognition

Percentage of teachers accredited to teach Religious Education	48
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Percentage of teachers undertaking accreditation to teach Religious Education	19
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Staff Professional Learning

Whole school professional development included : Non-Violent Crisis Intervention, WHS Modules, and the annual RE day. In addition to these, members of the administrative and grounds staff participated in training in the following areas: Computer Users' Skill Development Training, a Diploma of Management, Working at Heights, Reporter Pro Roll Marking, Secretarial Inservice, Certificate III Business Administration, New Employees Day. All teaching staff (K-10) completed professional development in the new English Curriculum and in Reporting. Selected staff

were involved in workshops related to : Grammar, Storytelling in Religion course, Science, Maths, Use of Interactive Whiteboards, and Teaching Children with Autism. Some staff participated in the Diocesan Cultural Immersion Experience, New Employees' Day and Retreats.

Catholic Identity

Religious Education Program

St Philomena's School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love* as authorised by the Bishop of Armidale, Michael Kennedy.

Liturgical Life

The school's liturgical program offers students, parents and guardians opportunities for each to be involved in both prayer and worship. An important task for the school is to continue to emphasise to our students and families the natural link we have to parish life and find ways to strengthen this. A calendar is prepared in advance for the year. The school plans at both a yearly and strategic level to emphasise the importance of the religious character of the school to celebrate feast days and solemnities of the church's year. Students across the school have opportunities to participate in regular Mass, Reconciliation and Liturgies in department, stage and whole school groups. On other important occasions the whole school attends Mass and Liturgy together; such as holy days of obligation, important Feast Days, NAIDOC Week, Reconciliation Week, ANZAC Day, Remembrance Day, Founder's Day, Beginning Year Mass and Thanksgiving End of Year Mass, Mother's Day Liturgy, Father's Day Liturgy and Grandparent's Day. Parents are invited and very welcome to attend Masses and Liturgies which are advised via the school newsletter and parent calendar. Sacramental programs are parish based. The school has input into the programs, teaching the unit at class level and followed up with parish activity. The School Board, P&F and the parent community were invited to attend prayer occasions. The Parish Priest and his Assistant Priest are regular visitors to the school, classrooms and staffroom in both formal and informal capacities. During Catholic Schools' Week, a bus load of students, staff and parents/grandparents travelled to Armidale to be part of the diocesan Mass, concelebrated by the Bishop and diocesan Parish Priests. This opportunity allowed our students to share the Eucharist in the spectacular St Mary's Cathedral. The school

community of students, staff and parents, along with many special visitors, were fortunate to share and celebrate the special occasion of the Golden Jubilee of priesthood for Father Bernard Frize, a former Moree boy. This Mass was concelebrated by 18 diocesan Parish Priests, providing the community with a unique and spectacular occasion which also included celebrations for the centenary of the foundation stone in the St Francis Xavier Parish Church.

Staff and Student Faith Formation

The Parish Priest provides great support to both staff and students to continue the development of faith formation. Workshops facilitated by Father Paul McCabe with staff and class visitations built on faith formation. Bishop Michael Kennedy presented an evening workshop for parishioners and staff on Vatican 11, Year of Faith and New Evangelisation. All staff, in all roles, were offered retreat experiences on an annual basis, organised by the CSO. Staff recognise the spiritual and personal value of participation in these events. In particular, Year 6 and Year 10 students participated in specific retreats to commemorate the particular points in their educational journeys. Additionally, the sacramental grades of Year 3 (Reconciliation and Eucharist) and Year 6 (Confirmation) joined in sacramental retreat experiences. Spiritual formation for students in Years 7 to 10 was offered via a school St Vincent de Paul Chapter and a St Vincent de Paul Youth Leadership Camp. The camp took place off campus at Copeton Dam with other diocesan secondary schools. Primary students had the opportunity to be involved in a local Minni Vinnies and Junior Josephite Chapter. Staff had scheduled RE meetings to assist facilitate curriculum and faith development. The REC attended a dedicated REC retreat and participates in the annual REC Conference. School prayer is a part of Monday morning whole school assemblies, secondary assemblies and primary assemblies. During these assemblies, students lead the prayer. Staff also embed prayer into their meeting agendas. They are invited to be part of a staff prayer experience, led by staff, one morning per week, prior to classes commencing. Classroom prayer is part of the ritual of each day. The sacramental programs are parish based. Additional preparation for reception of the sacraments took place at school level. First Reconciliation and First Eucharist (Year 3) and Confirmation (Year 6) were received by the students. The school benefited greatly from the strong support offered to us from the Parish Priest and his Assistant Priest. In 2013 the staff RE day catered for all staff focusing Effective and Proactive Learning Frameworks: *The Role of the Educator in Assisting Parents, Partnerships, the School, the Child.*

Year 6 Religious Education Test

Average score	Diocesan (%)	This School (%)
2011	69.0	60.2
2012	68.4	62.2
2013	70.8	62.6

Social Justice

The school actively promotes principles of social justice whenever it is possible. In 2013, while maintaining regular activities, St Philomena's School successfully broadened its social justice activities. In particular, 60 Christmas in a Box (a shoebox filled with specific goodies) gifts provided by students and staff made their way to third world countries, bringing joy to deserving children. In support of our local diocesan initiative, to assist Catholic schools in the Philippines affected by the hurricane, the school community provided 135 stationery sets. In association with this, the school's "Eye of the Storm" coin trails raised \$629.00 to contribute to the Caritas appeal. The Lenten Caritas Appeal was supported to the tune of \$1,940.00 The Bushfire Appeal for schools and families in the Blue Mountains area received a donation of \$290.70. Catholic Children's Mission received a contribution of \$764.62 from fundraising activities. The Queensland flood victims of the Cairns diocese received a donation of \$500. St Philomena's School enjoys a strong relationship with our local St Vincent de Paul branch. The school's junior and senior St Vincent de Paul groups raised monetary funds and gathered clothing and food and additionally supported the society's Christmas Appeal. The St Vincent de Paul Fashion Parade resulted in our student and staff models raising a huge \$1455.11 to support the work of the local branch. The Christmas Bucket Appeal, assisted by adult association members, gathered \$1963.55 again to support the good works of the local SVDP branch. On a weekend, a small group of staff, students and parents assisted senior SVDP members to assemble winter food hampers to local people. St Philomena's School Josephite group prays for special intentions and collects used postage stamps which translate to cash for third world countries. The school supported the Spastic Centre through the collection of mobile phones, whose parts have monetary value for recycling. Also supported was the Lions Club through the collection of reading glasses and sunglasses. The frames are used in third world countries to assist those with vision needs. The school assisted Legacy on its Badge Selling Day. Workshops facilitated by Village Space and the MacKillop Foundation further educated and inspired the students to maintain a proactive approach to social justice.

Parish Links

There is a strong link between the school and the parish, which is very positive and reciprocal. The Parish Priest and Assistant Priest are always welcome and are frequent visitors to the school, both in classrooms and the staffroom. Parishioners and the student body celebrate Mass together organised by the REC and class teachers. Many staff members are active participants in the St Francis Xavier Parish. One member of the staff, in addition to the Principal is a member of the Parish Council. Staff members take on roles as Readers and Eucharistic Ministers. Staff members took part in a range of social and cultural events which were held in the parish. Sacramental programs, although parish based, saw the school and parish worked closely together for the inclusiveness of both St Philomena's students and those from the state schools. The school newsletter was available in the church foyer. The newsletter promoted parish events and the parish bulletin promoted school events. Members of the parish community actively supported the activities of the school such as the Spring Fair, Concert, Mother's Day, Father's Day, Grandparent's Day and MAD (music, art and drama) Night. The REC is a member of St Vincent de Paul Chapter. The school assisted with the training of altar servers. Contributions regarding school activities were also provided for the diocesan "Viewpoint" publication. The strong relationship St Philomena's School has with the local St Vincent de Paul chapter is a significant parish link.

Respect and Responsibility

Respect and responsibility are integral to the ways in which we conduct our lives. Responsibility and respect are important cores to St Philomena's School; for staff, students and parents. The school Mission Statement "To provide students with a Catholic Education in a caring, disciplined environment where striving for excellence and respect for others are promoted" is clearly visual in all learning areas, staffroom and the school entrance. The school constantly expects and encourages the students to act in responsible ways. General school rules have been established and published. Additionally, both primary and secondary students have class/subject based rules, responsibilities and expectations. School assemblies, both general and department, provide a forum for reflection and review and also an opportunity to make commendation. Inappropriate behaviour has a consequence as does positive behaviour. The Primary Merit System monitors these attributes through the K to 6 school across the school year. ANZAC Day and Remembrance Day are given a high profile. Supporting opportunities to raise awareness to assist others in need such as

Caritas, St Vincent de Paul, Junior Josephites and Legacy in social justice matters is another avenue for our actions in regard to respect and responsibility. The school's participation in Clean Up Australia Day also promotes respect and responsibility of our town, our school and our earth. The traditional owners of this land, our local Kamillaroi people and elders, are acknowledged in our prayers and in particular, during our NAIDOC Week activities and Reconciliation Week. Understanding and respect of Aboriginal culture, heritage and reconciliation are continuously being promoted at St Philomena's School. New staff members have the opportunity to participate in an Indigenous Immersion Program to assist them to better know and understand the Aboriginal children they teach and work with. Throughout the year there were opportunities for the student leaders to meet with the staff to discuss issues within the school. As a continuous process, work on anti-bullying continues to feature. School leaders and emerging leaders were provided with an opportunity to attend workshops with students from other local and regional schools where they explored responsibilities of leadership and how this can be translated in their individual schools.

School Curriculum

St Philomena's School follows the Board of Studies syllabus for each subject offered (as required for registration under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office.

Features of the School Curriculum

The curriculum at St Philomena's School is designed to cater for the needs of all learners across K to 10. The Board of Studies curriculum is delivered, monitored and assessed. Scope and sequences map learning development across K to 10 and are continuously under review. Catholic Schools Office consultants provide strong professional advice. Integration opportunities were pursued and an increasing use of technology to assist learning was evident. IT is an active component across all stages of learning and remains a strong curriculum focus for the school. The school is well resourced with IT equipment. The school has two main networked computer labs, two networked mini labs and stand alone computers in classrooms. Diverse curriculum perspectives are included, where relevant and possible. Opportunities to enter local, state and national competitions were available for our students. A small percentage of students accessed these opportunities. Public Speaking across the school was profiled by the annual competition, which

all students in Years 3-10 participated in. The school celebrated Literacy and Numeracy Week and Science Week with various activities. Additional extra curricula activities included debating, chess, sport, visiting performances and excursions which vary from a couple of hours through to five days. In conjunction with the classroom/subject teacher, the learning support team continued to support students with identified needs and learning difficulties. Aboriginal educational assistants worked to support our Indigenous students both pastorally and academically. Additional sporting opportunities for both participation and competition continued to be available in 2013, which were mostly out of Moree. It should be noted that due to our remoteness, the cost of bus travel for our students to experience these opportunities causes us concern. Some of the secondary electives courses continued to be delivered by TAFE, with the students transported to the relevant site by bus. As a small secondary department, the composite Yr 9/10 elective program allows our students to choose from a much broader subject set. MINILIT (Make Up For Lost Time In Literacy) intervention for literacy (Years 1-3) commenced while MULTILIT intervention continued for students in Years 4-7. Opportunities for extension/gifted and talented work in a small groups were provided for identified students. All secondary students had access to after-school Mathematics workshops facilitated by staff, at no cost to the users. St Philomena's School provides specific transition program opportunities for students entering at Year 7 and Kindergarten entry points.

Student Performance

St Philomena's School uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the nation-wide literacy and numeracy testing program for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and opportunities exist for external assessment results to be discussed with parents on an individual basis annually.

Literacy and Numeracy

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3, 5, 7 and 9 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy.

Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement, Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement, Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement. **Please note: Figures have been rounded to the nearest whole number where necessary..**

Year 3 % in Bands		1&2	3&4	5&6
Reading	School	7	37	56
	National	11	41	46
Writing	School	10	45	45
	National	8	43	47
Spelling	School	15	44	41
	National	13	42	43
Grammar & Punctuation	School	10	39	51
	National	10	37	51
Numeracy	School	10	59	31
	National	12	54	32

Year 5 % in Bands		3&4	5&6	7&8
Reading	School	14	60	26
	National	12	54	33
Writing	School	16	78	6
	National	18	60	20
Spelling	School	27	55	18
	National	16	51	30
Grammar & Punctuation	School	18	59	23
	National	14	51	33
Numeracy	School	23	71	6
	National	20	53	25

Year 7 % in Bands		1&2	3&4	5&6
Reading	School	18	46	36
	National	17	56	26
Writing	School	27	58	15
	National	26	55	18
Spelling	School	6	70	24
	National	15	52	32
Grammar & Punctuation	School	18	49	33
	National	22	50	27
Numeracy	School	9	56	34
	National	18	54	27

Year 9 % in Bands		3&4	5&6	7&8
Reading	School	23	62	15
	National	11	57	20
Writing	School	48	46	6
	National	37	45	17
Spelling	School	20	66	14
	National	20	58	21
Grammar & Punctuation	School	28	63	9
	National	29	49	21
Numeracy	School	28	49	23
	National	26	48	25

Year 3 girls have improved by 63 scale scores from the 2012 data in the test aspect of Numeracy. Year 3 girls are 28 scale scores above the state average in the test aspect of Reading. Year 7 boys are 33 scale scores above the state average growth in the test aspect of Writing.

National Minimum Standards

The lowest Band for each year (Band 1 in Year 3, Band 3 in Year 5, Band 4 in Year 7 and Band 5

in Year 9) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3, Band 4 in Year 5, Band 5 in Year 7 and Band 6 in Year 9) represent students who are achieving at the NMS. Students in all other Bands are achieving ABOVE the NMS.

The percentages of students in this school achieving the national minimum standard are reported below.

		Year 3	Year 5
Reading	School	100	98
	National	95.3	96.1
Writing	School	100	93.9
	National	95	91.7
Spelling	School	97.6	95.9
	National	93.8	93.1
Grammar & Punctuation	School	97.6	95.9
	National	95.3	94.8
Numeracy	School	100	91.7
	National	95.7	93.4

		Year 7	Year 9
Reading	School	97	94.1
	National	94.2	93.4
Writing	School	100	77.1
	National	89.3	82.6
Spelling	School	100	94.3
	National	93.7	92.2
Grammar & Punctuation	School	97	85.7
	National	90.8	87.9
Numeracy	School	100	85.7
	National	95	90.6

100% of students achieved the National Minimum Standard or above in Year 3 for Reading, Writing and Numeracy as well as Year 7 in Writing, Spelling and Numeracy.

Records of School Achievement

From 2012, eligible students who leave school before receiving the Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

In 2013 0 students were granted a RoSA.

School Policy Summary

Student Welfare

St Philomena's School seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provided student welfare policies and programs that develop a sense of self-worth and foster personal development

The school's Pastoral Care Policy is based on the Bishop's Commission Policy Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese.

St Philomena's School seeks to provide a safe and supportive environment which: minimises risk of harm and ensures students feel secure, supports the physical, social, academic, spiritual and emotional development of students, provide student welfare policies and programs that develop a sense of self-worth and foster personal development. The school's Pastoral Care Policy is based on the Bishop's Commission Policy Pastoral Care In The Catholic Systemic Schools of The Armidale Diocese. Pastoral care is continuous. Pastoral care is not only to support students but additionally to support staff and families in our community. Utilising the resource of Centacare counselling for the students, their families and staff, as required, provides another support for student welfare. The school promoted various workshops facilitated by Centacare via its noticeboards, newsletter, school app and Facebook page which focused on parenting, separation, sexuality, gambling, to name a few. Workshops to assist and support families, facilitated by other agencies in the town, were also advertised. The school continued with anti bullying and harassment focuses in both the primary and secondary departments of the school. In the secondary and Years 3 to 6, sessions were conducted on digital/cyber bullying, using the Police Liaison Officer. Occasions such as school assemblies are part of our school practice and commend and recognise student achievement, across many dimensions. In particular, our Year 10 students left St Philomena's School well equipped with skills for their final adolescent stage. Their participation in the "Love Bites" Program was a final set of tools to assist in their journey to adulthood. The appointment of Student Welfare Officer at the commencement of the year was beneficial to the student cohort across the school. Amongst a range of actions, this position afforded alternative

opportunities during school break times which was well received.

The full text of school and diocesan policies are available .

During 2013 the Pastoral Care Policy was reviewed. Minor adjustments with terminology were made. In addition, the Care and Concern Group establish 2013 to assist St Philomena's families in a crisis situations through the provision of meals was added.

Discipline Policy

St Philomena's School bases its Discipline Policy on the Bishop's Commission Policies Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese, Policy On Suspension, Expulsion Or Exclusion Of Students In Catholic Schools In The Diocese Of Armidale and Management Of Drug Related Issues In Catholic Schools In The Diocese Of Armidale. These policies are based on procedural fairness and are discussed with students on a regular basis. In compliance with the NSW Education Reform Act 1990, corporal punishment is banned in ALL Armidale Diocesan schools.

The full text of school and diocesan policies are available .

The Discipline Policy was reviewed in 2013. The following change was made: the inclusion of reference to follow up of allegations regarding bullying (March 2013) was added as per CSO requirement.

Anti-Bullying Policy

St Philomena's School bases its Anti-Bullying policy and procedures on the Catholic Schools Office operational policy "Student Anti-Bullying Policy". The full text of this policy is available on www.arm.catholic.edu.au.

Enrolment Policy

St Philomena's School bases its Enrolment Policy on the Bishop's Commission Policy Enrolment of Students In Catholic Systemic Schools in the Diocese of Armidale.

The full text of school and diocesan policies are available .

No changes were made to the school's Enrolment Policy in 2013

Complaints and Grievance Resolution Policy

St Philomena's School procedures for resolving concerns and complaints is based on the Bishop's Commission Policy Complaints & Suggestions Policy for the Diocese of Armidale. This policy is based on procedural fairness and recognises that members of the school community must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment. The full text of school and diocesan policies are available .

Parent, Student and Staff Satisfaction

The principal and school openly welcomes feedback from parents, staff and students. In most cases, such feedback can be used for positive advantage to affirm current practice, consolidate, strengthen, rectify or improve aspects of the school. The school makes every genuine effort to responding quickly to specific individual concerns raised by parents, staff and students. In 2013 MYP Corporation was commissioned by the Armidale Diocese to undertake a satisfaction survey between August and September. In general terms, six areas were targeted for feedback from staff, parents and students. These areas were Catholic Ethos, Leadership, Staff Engagement, Improvement Process, Staff Engagement and General.

Inclusively of all areas, the survey results indicate a strong level of satisfaction from students, staff and parents. Overall, in all 6 areas from staff, students and parents the response to these fell into the excellent and good satisfaction range, as per 2012. Sample groups from the primary department of Years 4 and 6 and secondary department of Years 7 & 9 participated. The school will continue to use the comprehensive report data to assist to shape priorities and further enhance aspects of school life.

School Review and Development

Annual School Priorities 2013

Priorities have been grouped under four major headings: Catholic Identity, Learning and Teaching, Relationships and Organisation and Administration.

1. Catholic Identity and Religious Education: Priority areas were to provide regular and well planned opportunities which support the spiritual and faith development of staff; that the school be effective in giving witness to catholic faith and life - providing

opportunities for the school community to grow in faith; that the school be proactive in assisting parents in their role as the primary educators of their children in faith; that the school is proactive in investigating further ways to build understanding that the church is both local, global and national.

2. Learning and Teaching: Priority areas were to maintain evidence of differentiation of learning and targeted intervention in most areas of the school's curriculum, for teachers to provide a range of feedback to students and parents; to provide teachers with professional support and preparation for the implementation process of the Australian/new NSW curriculums as per 2014; that specific staff have developed an understanding of the specific role local services/agencies provide that are appropriate to students' needs; maintain and develop school programs that foster a culture of investigation in some areas of the curriculum; continue and consolidate recognition and fostering of leadership potential; continue and consolidate fostered participation in diocesan professional development opportunities, support and encourage where appropriate and possible external professional development opportunities; role descriptions reflect leadership responsibilities and allow for skill/knowledge development for future leadership progression.

3 Relationships: Priority areas were to continue to maintain and develop school structures and practices to support parents as partners in their children's learning; that parent support in the school is valued and encouraged; the school maintains and develops practices that focus on effective communication, consultation and shared decision making which fosters a level of support and cooperation between Catholic agencies; that the school maintains current practice in regard to positive partnerships between the local, regional and global communities.

4 Organisation and Administration: Key priority areas were: that the School Board sub committee serves the needs of the school with quality financial advice to school leadership; the School Board is representative of the school community having well documented terms of reference and effective procedures; The school has identified and commenced a plan for physical resource improvement; the School Board continues to maintain, review the school budget development process and financial content and accountability procedures that are coherent, comprehensively documented, highly organised and revised regularly. The school is proactive in ensuring the equitable distribution of resources the Common Good.

Projected School Priorities 2014

St Philomena's priorities will be drawn from the Strategic Directions (SD)2012-104 which are overviewed as following: Staff in Catholic parish schools and the Catholic Schools Office of Armidale

work collectively as a diocesan system to ensure quality educational opportunities in the Catholic tradition and therefore commit to:

1. Mission and Evangelisation: The Diocesan system assists parents and the parish community in their responsibility of educating their children in the Catholic Tradition. Such education is multi-dimensional, encompassing the spiritual, cognitive, social, moral, physical and emotional dimensions of the person. Catholic schools provide high quality educational programs in which students, along with the whole school community, learn the Catholic Tradition, participate actively in the Liturgy and Catholic spiritual practices, and are invited into a closer personal encounter with Christ through the proclamation, witness and service of those who work in our schools. The school will promote Mission and Evangelisation

SD 1.1 Strengthen the process of staff formation in order to further staff commitment to and participation in the evangelising mission of Catholic schools.

SD 1.2 Promote family involvement in the faith life and faith development of children in Catholic schools. Integrate the activity of Catholic schools within the life of the surrounding parish(es) so that students are given a sense of belonging to the Church beyond their family and school.

2. Learners and their Learning: The Diocesan system, through proclamation, witness and service, supports and challenges learners and learning in their life-long search for truth to promote life-long benefits for the individual and communities. Learning in the Catholic tradition integrates faith and reason. Each learner is at the centre of the educative process. Learning in creative, challenging, contemporary and supportive environments enables learners to gain the knowledge, skills and virtues to participate morally and positively in society and make discerning choices in their lives. The school will promote Learners and their Learning

SD 2.1 Engage learners in varied experiences that maximise individual learning outcomes.

SD 2.2 Promote professional learning in the context of collaborative learning communities that enable teachers to design quality experiences for students.

SD 2.3 Review and consolidate programs and practices to build resilience and enhance physical, social, spiritual, cognitive, moral and emotional well-being.

SD2.4 Foster a culture of investigation to inform the learning process, supported by on-going professional learning and target-setting.

3. Leadership: The Diocesan system promotes Christ-centred servant leadership that is grounded in our Diocesan mission to proclaim, witness and serve. Leadership in Catholic education nurtures the integration of faith, life and culture in self and others, and emerges from and is open to the liberating action of the 11 Spirit. Such leadership is the responsibility of all members of the Diocesan education community. This leadership includes both informal leadership as well as positional leadership. Leadership in the Catholic tradition is realised by

co-responsible action for the Common Good . It is leadership which is gospel-based, strategic, ethical and accountable. Leadership at all levels is nurtured by a commitment to on-going professional learning and dialogue. The school will promote leadership

SD3.1 Promote a shared understanding of Christ centred servant leadership across the Diocesan system. SD3.2 Identify leadership potential at all levels and implement formation programs to offer opportunities to enhance individual capabilities and organisational capacity. SD3.3 Expand the modes of and opportunities for professional learning and dialogue to strengthen leadership capabilities and capacity across the system. 4. Partnerships In the Diocesan system of schools, the relationship between students, parents and teachers and pastors is the core partnership in Catholic education. Parishes and the Diocesan system work in support of this core partnership. Other parties, external to the school community, complement the work of the school and the system. Partnerships exist to strengthen and support the educational endeavour of schools. These partnerships are inspired by the Catholic social teachings on solidarity and subsidiarity are evidenced by patterns of interdependence, collaboration and cooperation. The school will promote Partnerships. SD4.1 Foster positive family – school partnerships that focus on individual outcomes and the Common Good. SD4.2 Nurture partnerships within and between schools, parishes and the Catholic Schools Office for the Common Good. Cultivation of awareness of the importance of and work of diocesan agencies associated with the work of the school SD4.3 Facilitate and encourage positive partnerships between the system and the local, regional and global communities. 5. Resourcing: The Diocesan system ensures the provision of a standard of educational excellence which meets the expectations of the Catholic Church and the broader community. Within the system, each member community shares responsibility not just for the education of its own members but for the education of every student in the Diocese. Trust and concern for the Common Good are therefore essential to the operation of the system. The distribution of resources across the system is governed by the principles of equity, subsidiarity and sustainability. The equitable distribution of resources ensures that differences in educational outcomes are not the result of wealth, income, location, power or possessions. Subsidiarity in this context refers to the ability to make decisions about the use of resources, at the most appropriate level of administration, to best support educational outcomes for students. To ensure the long-term achievement of school and system goals, such resource allocation decisions have to be sustainable. The school will promote Resourcing. SD5.1 Develop, agree to and apply principles of equity, subsidiarity and sustainability to the distribution of financial, physical

and human resources across the school. SD5.2 Identify and promote sound financial, physical and human resource management and accountability mechanisms. SD5.3 Make more effective use of existing accountability requirements, to guide school and system improvement.

Major Achievements from the 2013 Annual Plan

1. Catholic Identity and Religious Education: Scheduled and monitored participation by staff across all dimensions of school life in the CSO retreat program was a very strong feature of 2103. Organised school based opportunities for staff to gather to pray and worship were offered , however a greater variety in the form of this is a future goal. St Philomena's scheduled school based opportunities for collective whole school community, department and class groups that celebrated and gave witness to the Catholic faith with an open invitation to the parent and wider community. The school commenced looking beyond its current practice to being open to exploring and implementing additional ways that would allow the school community to grow in faith. This will remain on the radar to further consolidate. Via the school's various communication channels, promotion of the parish based sacramental programs was strong. The associated support by specific staff members to parish based program was positive. St Vincent de Paul chapters remained active in their presence and physical work. Caritas and Catholic Children's Missions were financially well supported as were other calls for a response to social justice needs. The school's effort to participate in the Diocesan Catholic Schools' Week cathedral celebrations was a strong commitment to assist our students recognise they are part of bigger catholic community. Local World Youth Day pilgrims shared their experiences of the global Catholic Church with the school community. 2. Learning and Teaching; Staff keenly supported many valuable opportunities for professional development for the implementation of the Australian/new NSW Curriculums attending workshops and conferences with facilitation initiated by Board of Studies, school, diocese and state levels. Key staff have an increasing understanding and network of agencies which can assist students and families with particular needs. The Student Welfare Officer was active and effective in the school. Staff have training in non violent crisis intervention to assist with student and staff well being. Enrichment classes continued across the school with some participation in external activities. Experienced teachers acted as mentors to beginning teachers and those new to the school. The AITSL modules for leadership were viewed and remain an important focus for 2014. The investigation of digital professional development opportunities

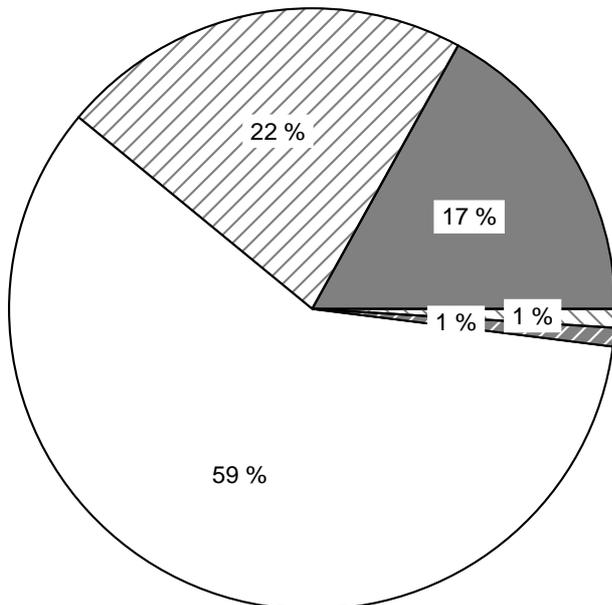
remains a priority. 3. Relationships: Formal and informal opportunities for conversation and feedback were both scheduled, invited and welcomed. A significant achievement in relationship has been the school's proactive measures to investigate and utilise digital and contemporary communication with its parent community. The school app, Facebook page, digital sign and email access to staff proved to be major benefits. Opportunities for parents/guardians to become involved in the life of the school were ongoing with invitations to assist in classrooms, the canteen, at sporting events on the School Board, P&F and its associated activities. Invitations to celebrate with the school at specific events such as school masses, NAIDOC Week, assemblies, Grandparent's Day, Mother's Day, Father's Day continued. St Philomena's School's relationship with St Vincent de Paul continued to be maintained and cultivated. Activities to support Catholic Missions were planned, promoted and executed. The school embraced opportunities to support other communities both at a national and global level with

a social justice response. Positive partnerships continued in the local community.

4 Organisation and Administration. The School Board continued to offer strong and wise support. In particular the finance subcommittee provided consultation in regard to the school's budget and assisted in its monitoring. The sub committee, with the principal, parish priest and finance officer engaged in specific collaboration regarding the school's capacity and contribution towards a potential grant for refurbishment/upgrade of the current library and cluster buildings. The school was successful in the acquisition of this grant and looks forward to building project in 2014. Across both the primary and secondary departments, the upgrade of classroom furniture was commenced and assisted financially by the Parents' and Friends' Association. Heating and cooling upgrade was completed as was an upgrade to the secondary art annexe computer lab. The ongoing maintenance plan was continued. The installation of stage 1 of a security fence around the school was achieved.

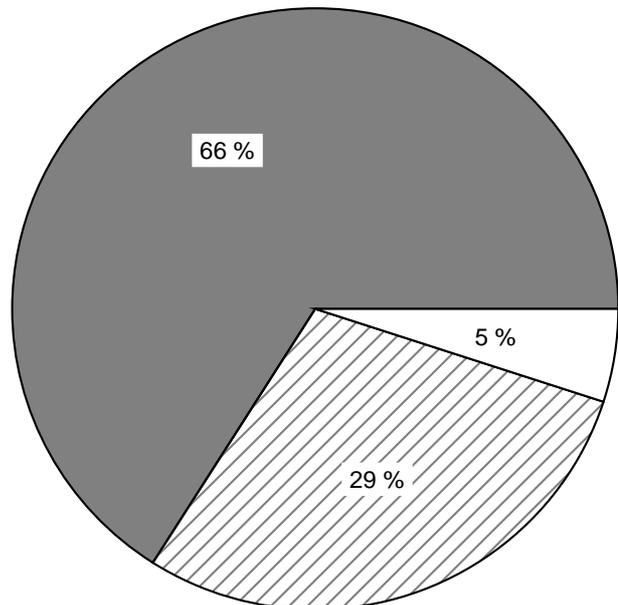
Financial Statement

Income



- fees and private income
- ▨ state recurrent grants
- commonwealth recurrent grants
- ▩ government capital grants
- ▧ other capital income

Expenditure



- salaries, allowances and related expenses
- ▨ non-salary expenses
- capital expenditure

The information in this report has been verified and the priorities endorsed by the Director of Catholic Schools and the school consultant.