

Annual School Report 2018 School Year

St Philomena's School, Moree



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Principal
Karen Jagers

About this report

St Philomena's School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale 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 School Community* for this year provides the 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 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, and other regular communications. The *Report* is available on the school's and CSO's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums, including the School Advisory Council meetings, and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6752 1577 or by visiting the website at stphilomenasmoree.nsw.edu.au.



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Philomena's School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The primary purpose of St Philomena's School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Philomena's School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Since 1898, St Philomena's School has provided an opportunity for parents in the Moree area to have their children educated in the context of Catholic traditions.

21st century Catholic Schools are called to be different; existing to be more than just an institution of quality education. We have the additional and distinct role of changing minds and hearts, educating about the promotion of the human person. Catholic Schools are "dealers in hope"; a hope that our work with young minds and hearts helps to build spiritual capital, so that our students will be positive influences in their relationships and engagement with society- their future. This challenge is who we are and why St Philomena's School exists. We want to be different and we want to make a difference.

The Mission Statement of St Philomena's School is to provide students with a Catholic Education in a caring, disciplined environment where striving for excellence and respect for others are promoted. The school community thanks you for taking an interest in this Annual School Report which provides parents and the wider school community with fair, reliable and objective information about the school.

Karen Jagers
Principal

1.2 A Parent Message

2018 has been challenging for our community. The ongoing drought has affected our town and district in significant ways. Maintaining enrolment numbers and recruiting and retaining staff in difficult times is a reality of drought. Despite these challenges, St Philomena's School remains a vibrant school of choice for the Moree community. In 2018 there have been some wonderful performances academically, culturally, artistically and on the sporting fields.

Consultation and feedback from parents, students and staff allowed for final decision making around reimagining the school uniform. Students will begin wearing the new items in 2019.

The School Advisory Council (SAC) and Parents and Friends Association (P&F) are significant bodies for parental involvement. The P&F was instrumental in raising significant funds to support the school and organising adult social activities.

Constantly in pursuit of improvement, the school remained focused and strategic in its work around the 2018 Annual School Improvement Plan. In particular, the school reported significant gain in literacy achievement through the models of specific intervention in practice, across the primary and secondary school.

Mr Glenn Bourke
Chairperson
School Advisory Council



2.0 This Catholic School

2.1 The School Community

St Philomena's School is located in Moree and is part of the St Francis Xavier's Parish which serves the communities of Moree, from which the School families are drawn.

Last year the school celebrated 120 years of Catholic education.

The parish priest Fr Abmar Dumayag is involved in the life of the school.

2.2 Catholic Life and Religious Education

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.

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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. The school enjoys a very positive relationship with the Parish of St Francis Xavier with regular and informal visits from our priests. The secondary Religious Education curriculum follows the "Faithful to God Faithful to People" Program while the primary religious curriculum follows the "Celebrating Our Journey" Program. The school plans at both a yearly and a strategic level to emphasise the importance of the religious character of the school, to celebrate by Mass or Liturgy, feast days and solemnities of the church's year; in addition to cultural, family, community and school-related significant occasions. Retreat experiences were offered to all staff.

Spiritual formation was extended to students in Years 5 - 10 via a school St Vincent de Paul Chapter. Students in Years 3 - 4 had the opportunity to be involved in a local Junior Josephite Chapter. Prayer was part of assemblies and meetings. Classroom prayer formed part of the ritual of each day. Parish-based Sacramental Programs for First Reconciliation (Year 3) and Confirmation (Year 6) saw the school and parish work closely together. The Religious Education Day focused on teaching staff participating in a workshop facilitated by Bishop Michael Kennedy titled "Principles of the Common Good".

Some staff members and students are active participants in the St Francis Xavier Parish taking on the roles of Readers, Eucharistic Ministers and Altar Servers. The school newsletter was available in the church foyer, promoting parish events and the parish bulletin promoted school events. The parish community actively supported the activities of the school. The strong relationship the school has with the local St Vincent de Paul (SVDP) Chapter is a significant parish link. The school actively promotes principles of social justice whenever possible. In support of SVDP, the school community raised \$908 for the local branch. Activities for Catholic Missions produced \$1384.

The Lenten Caritas Appeals raised a total of \$1453. St Philomena's School Josephite Chapter continues to pray for special intentions and collected used postage stamps which translate to cash for third world countries. Workshops facilitated by Caritas further educated and inspired the students to maintain a proactive approach to social justice. Student visits to aged care facilities offer important contact to the elderly, sick and frail.



Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	25

2.3 School Enrolment

St Philomena's School caters for children from Kindergarten to Year 10. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	TOTAL 2018	TOTAL 2017
Male	19	22	19	17	17	24	22	16	18	10	10	194	200
Female	25	20	25	19	26	21	18	25	13	11	12	215	204

2.4 Student Attendance

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

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	All Years
Average Student Attendance Rates Percentage	94.0	89.0	93.0	92.0	91.0	91.0	91.0	89.0	88.0	84.0	88.0	90.0



Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic nonattendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	4
2. Those teachers at the NESA Teacher Accreditation Proficient level.	23
3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESA Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	26
6. Number of staff identifying as Indigenous employed at the school.	2
7. Total number of non-teaching staff employed at the school.	8



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.

School rules are published and referred to as a reminder of individual responsibility. Award systems assist promote positive behaviour and personal academic best. Responsible cyber action is encouraged through participation in workshops facilitated by the Police Youth Liaison Officer and Digital Citizenship Agreements. Anti-bullying units form part of the PDHPE curriculum.

Recognising, profiling and participating in important occasions such as ANZAC Day, Remembrance Day, Seniors' Week, and Legacy allows students to learn about, respect and value the significant contributions those before they have made for their country and community. Visits to Fairview Retirement Village, activities to support Caritas, Catholic Children's Missions and St Vincent de Paul highlight to students and staff the value and importance that volunteer work holds and the responsibility that we all have to respond to provide for those who need support. Acknowledgement of Country and Welcome to Country actions, participation in NAIDOC Week and Reconciliation Week, and opportunities for staff to learn more about Aboriginal history and culture demonstrate our respect for the traditional owners of the land.

2.7 Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents were asked to respond to a range of questions around the following four broad areas: 1. Catholic Identity is a high priority in the school. 2. The school is a happy and safe place for my child. 3. The school communicates that it has high expectations for school attendance, engagement and learning outcomes. 4. The school's reporting processes give me a good understanding of my child's progress and areas for improvement.

52% of the parent community responded to the survey.

Overall, the averaged survey results rated the school to be in the agree, strongly agree range.

Student Satisfaction

Students were asked to respond to a range of questions around the following four broad areas: 1. I feel safe at this school. 2. I receive feedback from my teacher/s to improve my learning 3. I am encouraged to be a good community member. 4. I feel accepted by others at this school.

59% of students from Years 4-6 responded. 43% of students from Years 7-10 responded.

Overall, the averaged survey results rated the school to be in the agree, strongly agree range.

Staff Satisfaction

Teachers were asked to respond to a range of questions around the following four broad areas: 1. I have the resources I need to do my job. 2. My school encourages a climate conducive to staff professional learning and improvement in practice. 3. Catholic religious identity is a high priority in this school. 4. Collaborative planning processes in this school are effective.

50% of teachers responded.

Overall, the averaged survey results rated the school to be in the agree, strongly agree range.



3.0 Teaching and Learning

3.1 School Curriculum

Primary

The school provides an educational program based on, and taught in accordance with the 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. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

As a Catholic School, Religious Education is a mandatory key learning included in the curriculum for students in each grade. St Philomena's School is committed to providing a quality education that meets the needs of all students.

St Philomena's recognises that schools have served society well, but new times demand new models of schooling. The K-10 school has commenced on a journey, taking small but important steps, to design, cultivate and grow learning environments to reflect the necessity for schools to respond to the needs of students in the 21st century. This change of practice to learning and teaching pedagogy is evidenced in the open and flexible learning spaces catering for stage-based learning, teachers working collaboratively to plan and teach, thereby responding to the learning needs and styles of our students and significant use of technology. The signature characteristic of contemporary education and contemporary learning environments is students at work.

The primary curriculum is designed to cater to the needs of all K-6 learners. Scope and sequences map learning development across K-6. The curriculum is delivered, monitored and assessed. Integration opportunities are pursued and the use of technology to support learning is a significantly prevalent feature of the curriculum. The primary school is well resourced with IT equipment.

Opportunities to enter local, state and national competitions are available for students. Public speaking across Years 3-6 is profiled by an annual competition, which all students participate in. The school celebrates Literacy and Numeracy Week and Science Week with various activities. Extracurricular activities include chess, visiting performances, choir and excursions. In conjunction with the classroom/subject teacher, the learning support team assists students with identified needs and learning difficulties.

Literacy support programs; MINILIT (Meeting Initial Needs in Literacy) support targeted students in Years K-6. Activities for extension/gifted and talented work in small groups are offered. A Transition Program for pre-schoolers entering Kindergarten is organised in Term 4. Opportunities for talented sporting students are available through diocesan and inter-diocesan pathways.

Secondary Years 7 - 10

The School follows the NESA syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office, Armidale.

The secondary curriculum at St Philomena's School is designed to cater to the needs of all Year 7-10 learners. The Stage 4 (Year 7 & 8) curriculum at St Philomena's School consists of eight Key Learning Areas as defined by the N.S.W. 1990 Education Reform Act. These Key Learning areas are: English, Mathematics, Science, Human Society and Its Environment, Languages other than English (LOTE), Creative Arts, Technology Mandatory, Personal Development, Health and Physical Education.

The secondary curriculum at St Philomena's School is designed to cater to the needs of all Year 7-10 learners. The Stage 4 (Year 7 & 8) curriculum at St. Philomena's consists of eight Key Learning Areas as defined by the N.S.W. 1990 Education Reform Act. These Key Learning Areas are: English,



Mathematics, Science, Human Society and Its Environment, Languages other than English (LOTE), Creative Arts, Technology Mandatory, Personal Development, Health and Physical Education. The range of activities available in Mandatory Technology has increased through the redevelopment of the Agriculture plot and the development of the TAS room available from the start of 2018.

Exploration of these subjects enables students to make informed choices about electives for the Record of School Achievement (RoSA) and subjects for the Higher School Certificate based on what they discover about their own talents, needs and interests in Year 7-10. The Stage 5 (Year 9 & 10) curriculum at St. Philomena's consists of the core subjects of English, Mathematics, Science, Human Society and Its Environment, Personal Development, Health & Physical Education. A range of elective subjects is available including Commerce, iSTEM, LOTE (Japanese), Music, Physical Activity and Sports Studies and Visual Arts.

Students in Stage 5 at St Philomena's School are able, following a selection process, to access VET courses and school-based apprenticeships through TAFE NSW or other training providers. VET courses are heavily subsidised by the Catholic Schools Office Armidale with parents making a co-payment. Additionally, curriculum offering includes access to and Dubbo School of Distance Education. There is a strong emphasis on integrating technology across all subject areas so that technology skills become relevant to many aspects of the students' lives. For secondary education, the school has a Bring Your Own Designated Device Policy. A Work Experience Program offers Year 10 students the opportunity to immerse themselves in the workforce to assist them to make meaningful and well-informed choices about careers they may wish to pursue and or courses for the Higher School Certificate. Opportunities to enter local, state and national competitions are available for our students. Talented sporting students access opportunities through diocesan and inter-diocesan pathways.

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 Year 3, Year 5, Year 7 and 9 tested. In Year 3, 45 students presented for the tests, in Year 5, 44 students presented for the tests, in Year 7, 26 students presented for the tests while in Year 9 there were 24 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 Year 3, Year 5, Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Philomena's School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Philomena's School students in each band compared to the State percentage.



Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	30.3	8.6	23.9	25.7	22.5	17.1	13.8	14.3	5.9	17.1	2.0	5.7
Writing	15.2	8.6	30.0	31.4	29.5	14.3	15.6	34.3	5.4	8.6	2.9	2.9
Spelling	27.2	8.6	23.6	22.9	21.9	34.3	14.8	22.9	7.6	8.6	3.2	2.9
Grammar and Punctuation	32.1	20.0	24.4	8.6	18.2	20.0	13.2	17.1	7.4	11.4	3.0	2.9
Numeracy	18.4	14.3	23.7	31.4	26.6	31.4	18.8	5.7	8.6	11.4	2.3	2.9

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	16.7	6.7	22.4	24.4	26.6	35.6	20.0	17.8	9.5	6.7	3.3	4.4
Writing	4.0	0.0	12.3	15.6	30.4	28.9	30.3	31.1	14.5	17.8	7.3	6.7
Spelling	15.2	4.3	23.4	10.9	28.2	34.8	19.2	19.6	8.8	17.4	3.6	10.9
Grammar and Punctuation	15.7	13.0	22.3	19.6	28.1	30.4	18.5	10.9	9.3	19.6	0.0	0.0
Numeracy	11.6	6.5	19.2	26.1	29.0	23.9	25.0	32.6	11.1	10.9	2.6	0.0



Year 7 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 4 to 9												
BAND	9		8		7		6		5		4	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	9.8	0.0	18.0	10.3	28.4	35.9	25.4	30.8	12.8	15.4	4.3	5.1
Writing	4.2	0.0	11.9	2.6	22.8	15.4	29.8	41.0	19.2	25.6	10.7	15.4
Spelling	12.9	5.1	21.2	7.7	27.6	28.2	21.3	38.5	10.4	17.9	5.3	2.6
Grammar and Punctuation	12.2	0.0	18.8	10.3	29.0	30.8	21.4	20.5	11.2	30.8	5.9	5.1
Numeracy	13.1	2.6	18.0	12.8	27.7	28.2	25.2	38.5	11.9	15.4	2.7	2.6

Year 9 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 5 to 10												
BAND	10		9		8		7		6		5	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	5.6	0.0	16.1	0.0	30.0	42.1	28.7	36.8	13.9	15.8	4.0	5.3
Writing	4.2	0.0	10.0	10.5	20.8	10.5	24.6	26.3	21.7	36.8	17.2	10.5
Spelling	8.2	0.0	18.2	5.6	28.2	33.3	23.8	27.8	12.9	27.8	7.1	5.6
Grammar and Punctuation	5.6	0.0	15.3	11.1	29.2	22.2	27.9	38.9	14.2	22.2	6.1	5.6
Numeracy	11.2	0.0	17.1	10.5	28.6	21.1	26.9	47.4	12.1	10.5	2.4	10.5

In 2018 the number of students issued with a RoSA	0
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3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff development days this year with the areas of focus as follows:

Term 1	Term 1: Day 1, 2 & 3 : Guaranteed and Viable Curriculum: Collaborative Professional Learning Teams: Teaching staff deconstructed curriculum, prioritising content for maximum teaching and learning.
Term 2	Term 2: Day 1: School Improvement: Lyn Sharratt 14 Parameters for School Improvement continuation - High Impact Strategies That Assist Drive Student Improvement in Student Learning. Day 2: RE Education Focus - Core Catholic Principles and Values: Principles of the Common Good
Term 3	No Staff Development days held in Term 3.
Term 4	No Staff Development days held in Term 4.

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the *School's website* stphilomenasmoree.nsw.edu.au and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>



4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at St Philomena's School. Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. We aim to bring this about in our school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Philomena's School have the right to be treated:

- justly
- respectfully
- fairly

No changes were made to the 'Pastoral Care Policy' this year.

The full text of the School's 'Pastoral Care Policy' may be accessed on the School's website stphilomenasmoree.nsw.edu.au or at the administration office.

4.3 Student Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

No changes were made to the 'Student Discipline Policy' this year.

The full text of the School's 'Student Discipline Policy' may be accessed on the School's website stphilomenasmoree.nsw.edu.au or at the administration office.

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a *Bullying Prevention and Intervention Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy.

No changes were made to the 'Bullying Prevention and Intervention Policy' this year.

The full text of the School's 'Bullying Prevention and Intervention Policy' may be accessed on the School's website stphilomenasmoree.nsw.edu.au, the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by our school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the School's 'Complaints Handling Policy and Guide' may be accessed on the School's website stphilomenasmoree.nsw.edu.au or the administration office.



5.0 School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key improvements Achieved in 2018

Our Faith

- More consistent approach to Core Catholic Principles and Values in teaching programs
- Faith formation of staff through prayer, professional learning and retreat programs
- Posters of Core Catholic Principles and Values on display
- Explicit teaching of gestures for liturgy begun

Our Learning

- Use of data walls to inform teaching and learning
- Implementation of small group literacy programs in each section of the school
- K-10 focus on Writing led by Leaders of Pedagogy and System Coaches
- Trial of Literacy and Numeracy Blocks in Term 4
- Lift in reading for enjoyment in 7-10 students

Our Connections

- Peer support
- Observance of community days eg: White Ribbon, Anti bullying day
- St Vincent de Paul

Priority Key Improvements for 2019

Faith

- Explicit teaching of Core Catholic Principles and Values in new syllabus areas
- Formation in prayer and liturgy
- Parent learning on what it means to be part of a Catholic School
- K-10 review of curriculum including Emmaus Process

Learning

- Case Management
- Learning Intentions and Success Criteria
- Literacy block and "The Big Write"
- Numeracy block explored
- New syllabus implementation
- Improved assessment for, as and of learning
- Develop knowledge of differentiation
- Review IT K-10
- Consistent curriculum documentation

Care

- "Raise the standard" ... language, dress, playground behaviour, being on time
- "Respect for Learning " added to our rules
- Exploration of "Zones of Regulations"
- Balancing workload and wellbeing for staff

Connection

- Implementation of COMPASS
- Promotion of parental involvement in learning
- Increased student leadership



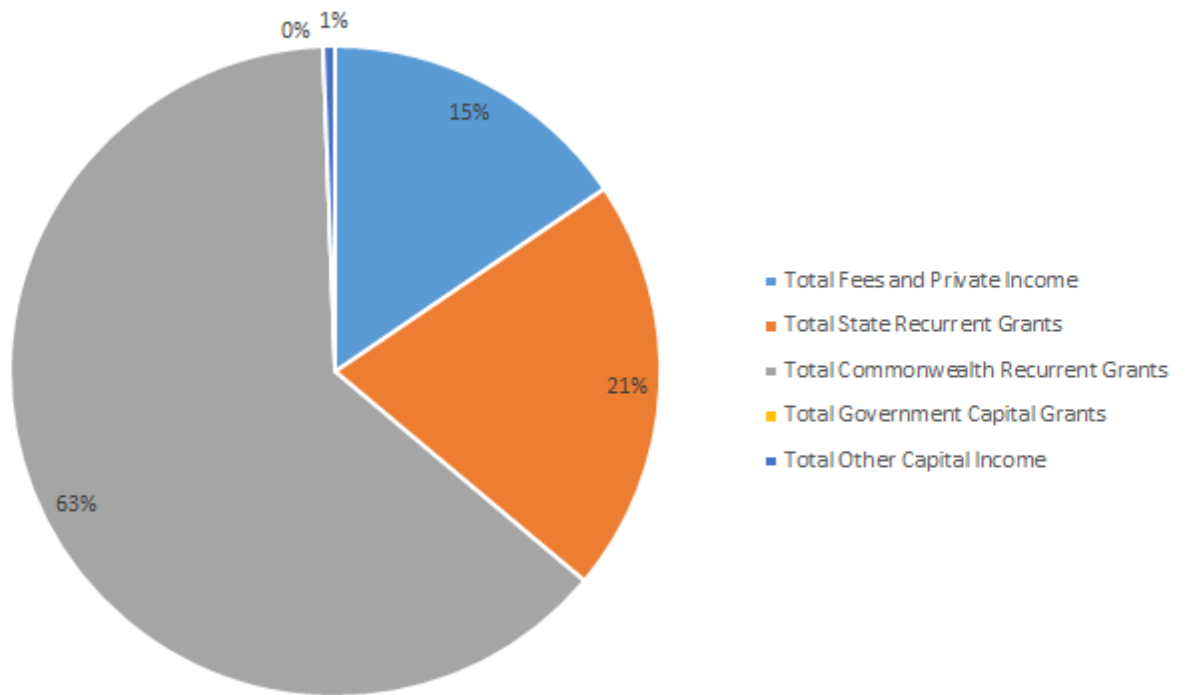
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:



2018 Income - St Philomena's School, Moree



2018 Expenditure - St Philomena's School, Moree

