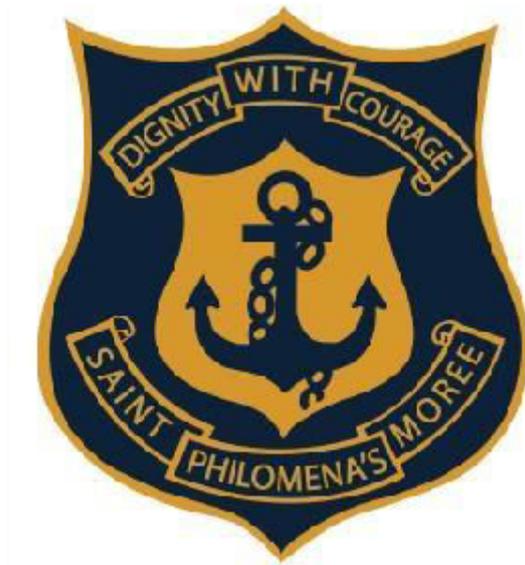


Annual School Report 2019 School Year

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 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 Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, 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. It is available on both school and CSO websites by 30 June 2020 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 school's website <http://www.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.

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. The school welcomes families from all religious backgrounds to be immersed in contemporary and quality opportunities for academic, cultural, religious, community and sporting experiences. The school is an inclusive school that embraces equity, justice and compassion, where teachers are the face of Christ to the students.

St Philomena's School belongs to a system of schools, being one of 24 in the Armidale Diocese. The school has a strong commitment to the benefits of belonging to a system allowing for quality and strategic professional learning, extensive collaboration and sharing initiatives and successes which contribute to school improvement.

Staff at St Philomena's School are committed to work as a Catholic Professional Learning Community, where Catholic principles and values are articulated by all, a focus on learning for students, teachers and all staff is evident, collaboration supports student learning and professional staff learning and a sharp lens on data informs direction and practice.

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. This sits at the heart of all we do, ensuring that all students learn to their full potential, so they can graduate to a world where they can make a difference based on the values and beliefs of their Catholic education.

The school community thanks you for taking an interest in this Annual School Report which provides parents and the wider community with fair, reliable and objective information about the school.

Karen Jagers
Principal

1.2 A Parent Message

The two major and important groups which represent the parent community of St Philomena's School are the School Advisory Council and Parents and Friends Association. The contributions made by these two important groups reflect the significant and strong partnership between St Philomena's School and the parent community. The community appreciates the time and generosity of the School Advisory Council and Parents and Friends Association and thanks them for their commitment and assistance to St Philomena's School.

The School Advisory Council was consulted regarding improvements to the continued plan to upgrade air conditioning in the school, along with the limitations of the school's current electrical capacity. The School Advisory Council strongly recommends and supports the school's action to rectify these areas for improvement in 2020. In addition to these steps, it offers its strong endorsement to the upgrade of the K-2 toilet amenities which will be completed in February 2020. The School Advisory Council further recommends exploration to the expansion of the school's solar power system.

The whole of NSW was drought declared in 2018 and by December 2019 Moree had received only 19% of its annual rainfall. In a town with a steadily decreasing population, this was a devastating outcome for every local business. St Philomena's School saw and felt the impact on students and families alike. The School Advisory Council's recommendation for 2020 to maintain school fees at the 2019 level recognises hardship which the community is experiencing. This action, along with the



generosity of the Catholic Schools Office 2019 Drought Relief support and maintaining 2019 staffing levels, provides some comfort in difficult times.

St Philomena's Parents and Friends Association again achieved wonderful success in both providing events to enjoy but also to raise money for the school. There were quite a few events and fundraisers during the year including the annual Cocktail Party, Colour Fun Run, Cherry Drive, Mother's Day Stall and Kids Corner events. The Spring Fair, in particular, was remarkable and a testament to the generosity of the Moree and school community in these difficult drought times. The association's plan to provide shade over the playground equipment is a goal for 2020. The success of grant money from "Aussie Cotton Farmers Grow Communities Program" will be a boost for this project.

The School Advisory Council acknowledges the work of the 2019 school staff across all areas of the school. St Philomena's School continues to provide first-rate pastoral care, faith development and education to the Moree community.

Lastly, the School Advisory Council acknowledges the long service provided to St Philomena's school by Karen Jagers, as both teacher and principal, and congratulates her on her career. She leaves a legacy around innovation for learning and learning spaces. Over the years there have been thousands of students and hundreds of staff that have been positively influenced by Karen. There is no greater legacy than that.

The School Advisory Council, supported by a new Chairperson, looks forward to its involvement with the school around governance, policy development, decision-making, special projects and school plant improvement.

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 Parish which serves the communities of Moree, Garah, Pallamallawa, North Star and Boomi, from which the school families are drawn.

Last year the school celebrated 121 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.

The school enjoys a positive relationship with the Parish of St Francis Xavier with support from priests and parishioners.

The secondary Religious Education curriculum follows the "Faithful to God Faithful to People" Program, with units collaboratively constructed and aligned with the Religious Education Syllabus K-10, established through the Catholic Schools Office Armidale. The primary religious curriculum follows the "Celebrating Our Journey" Program.

The school plans, at both a yearly and strategic level, to emphasise and celebrate the importance of the religious identity of the school. The school community, through Mass and liturgy, celebrates feast days and solemnities of the church's year, accompanied with live music played by the school



band. Additionally, students celebrate the Mass in stage groups at regular intervals with the parish community.

Retreat experiences were offered to all staff through twilight prayer and a full day visiting Myall Creek, experiencing Aboriginal Spirituality. Spiritual formation was extended to students in Years 6, 7, 9 and 10 via a retreat facilitated by Project Hatch, which provided workshop experiences to empower students to develop a deeper understanding of themselves, others and their faith. Real Talk facilitated workshops for students in Years 4, 6, 7 and 9 based around sex, relationships and personal identity.

The St Philomena's Mini Vinnies group involved 50 students from Years 3-6. The group worked closely with the Secondary Vinnies Chapter, where 30 secondary students worked together to support fundraising appeals for Vinnies, Caritas and Catholic Missions. Students in Years 3 and 4 were given the opportunity to be involved in a local Junior Josephite Chapter, facilitated by a local Sister of St Joseph. Thirteen students from Years 9 and 10, and two staff members, attended the Australian Catholic Youth Festival in Perth in December.

Staff Prayer was very well supported and attended by all staff, where a gradual release model culminated in staff leading prayer for all staff on a rotating basis. K-10 assemblies commenced with thoughtful and strategic prayer experiences for students while K-6 class assemblies commenced with prayer written by one class in rotation. Classroom prayer forms part of the ritual of each day. Parish-based Sacramental programs for First Reconciliation (Year 2), First Holy Communion (Year 3) and Confirmation (Year 6) saw the school and parish work closely together.

Some staff members and students are active participants in the St Francis Xavier Parish taking on the roles of lectors, Eucharistic ministers and altar servers. The parish community actively supported the activities of the school. The strong relationship the school maintains 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 \$813.15 plus a donation of 286 pairs of new socks to the local branch. Activities for Catholic Missions produced \$1060.00. The Lenten Caritas Appeals raised a total of \$870.55. The #bustthedust rain dance initiative raised \$153.00 for SVDP Bushfire Appeal. 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.

Students in Year 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	21

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 2019	TOTAL 2018
Male	26	16	23	18	16	14	25	14	12	15	3	182	194



Female	16	24	20	22	18	23	20	16	20	12	4	195	215
Totals	42	40	43	40	34	37	45	30	32	27	7	377	409

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 2019 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	92.0	94.0	91.0	92.0	91.0	90.0	89.0	90.0	86.0	85.0	80.0	89.1

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 non attendance 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.	9
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	25
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.	16
6.	Number of staff identifying as Indigenous employed at the school.	4
7.	Total number of non-teaching staff employed at the school.	25

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:

- Participation in Legacy Badge Selling Day and Seniors' Week allowing students to learn about, respect and value the significant contributions those before them have made for their country and community.
- Investigation of anti-bullying through units of work which form part of the PDHPE curriculum and participation in the 2019 National Bullying No Way Day.
- Engagement with Police Youth Liaison Programs about community and cyber responsibility.
- Acknowledging, profiling and participating in important occasions and significant days of our Australian history including ANZAC Day and Remembrance Day.
- Commitment to activities to promote and support social justice work for Caritas, Catholic Children's Missions, St Vincent de Paul and drought relief.
- Implementation of Acknowledgement of Country and Welcome to Country actions, participation and celebration 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.

- Engaging in activities specifically designed for Wellbeing Week which focused on personal responsibility for both self and others and included mental health, diet and anti bullying.
- Engagement with Responsible Digital User Agreement.
- Recognising students at fortnightly assemblies who have demonstrated examples of citizenship and personal best.
- Designated special annual awards recognising respect, responsibility and citizenship including Principal's Award, View Club Award, Country Women's Association Award, Catholic Women's League Award, John Haddad Award, Skip Hitchen's Award, Rotary Award and the Australian Defence Force Long Tan Leadership Award.

The values of respect and responsibility lie at the heart of Catholic Education and underpin all policies and procedures and therefore are of high priority to St Philomena's School.

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

The Armidale Diocese contracted the services of Survey My School as a formal school improvement tool in order to gauge parental satisfaction with school operations. Parental satisfaction was also gauged in other ways including Parents and Friends Association, School Advisory Council meetings and individual parent communication.

Parents were asked to respond to a range of questions around the following four broad areas:

- Catholic Identity is a high priority in the school.
- The school is a happy and safe place for my child.
- The school communicates that it has high expectations for school attendance, engagement and learning outcomes.
- The school's reporting processes give me a good understanding of my child's progress and areas for improvement.

Of the parent community, 46% responded to the survey.

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

Points Raised:

- Semester Report: While the majority of parents validated that the reporting processes (scheduled parent/teacher/student conferences, as requested by teacher/parent) provides a good understanding of their child's progress and areas for improvement, the desire for a more detailed written report was articulated. It is anticipated that with the implementation of the school's new management platform Compass in 2020, student semester reports with more detail can be generated. The school will continue to explore the capabilities of Compass to invest in this parent response.
- School Uniform: Feedback around aspects of the newly introduced school uniform, via a new supplier, was brought to the Parents and Friends Association meeting. Considerations were



brought to the attention of the supplier and where possible and appropriate, amendments made.

Student Satisfaction

The Armidale Diocese contracted the services of Survey My School as a formal school improvement tool in order to gauge student satisfaction with school operations.

Students were asked to respond to a range of questions around the following four broad areas:

- I feel safe at this school.
- Learning: A Presence of Quality Teaching and Learning is delivered/ Students Know What They Are Learning and Why / Students Feedback to Improve Learning is Provided
- I am encouraged to be a good community member.
- I feel accepted by others at this school.

Of students from Years 4-6, 58% responded.

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

Points Raised:

- Students in this cohort stated that they would like to have a greater selection of sporting equipment available at lunch and recess. This will be explored further with the cohort to make provision for a greater range of items.

Of students surveyed from Years 7-10, 76% responded.

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

- Points Raised: Mobile phones: There was a clear request by secondary students for the school to relax its platform on the use of mobile phones. The school will continue to exercise its platform where student phones are not permitted to be used during the course of the school day. No further action is required to be taken.
- Uniform: A request to consider an alternative mesh backed cap was made. This was investigated and found to add a greater risk of harm from sun damage. No further action was taken.

Staff Satisfaction

The Armidale Diocese contracted the services of Survey My School as a formal school improvement tool in order to gauge staff satisfaction with school operations. Staff satisfaction was also gauged in other ways including individual staff communication.

Staff, across all areas of the school, were asked to respond to a range of questions around the following four broad areas:

- I have the resources I need to do my job.
- My school encourages a climate conducive to staff professional learning and improvement in practice.
- Catholic religious identity is a high priority in this school.
- Collaborative planning processes in this school are effective.

The full range of staff were surveyed and 72% responded.

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

Points Raised:



- Consistency of practice around implementation of Behaviour and Uniform Code from all teaching staff was identified as an area for improvement.

At the commencement of 2020, this will be addressed and supported with the introduction and implementation of the St Philomena's Responsible Behaviour Plan: "Be Safe, Be Kind, Be Responsible, Be Respectful". Students, staff and parents all have responsibilities with this plan.

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.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. 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 whole school has commenced a journey, taking important steps to design, cultivate and grow learning environments which 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 with teachers working collaboratively to plan and teach, thereby responding to the learning needs and styles of students along with significant use of technology. The signature characteristic of contemporary education and contemporary learning environments is students at work learning and thriving in a educational model that adopts a model of gradual release of responsibility.

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, in which all students participate. 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.

The literacy support program MiniLit (Meeting Initial Needs in Literacy) supports targeted students in K-2. Activities for extension/gifted and talented students are offered in small group work. A Transition Program for preschoolers 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 KLAs as defined by the N.S.W. 1990 Education Reform Act. These KLAs are: English, Mathematics,



Science, Human Society and its Environment, Languages other than English (LOTE), Creative Arts, Technology Mandatory and Personal Development, Health and Physical Education.

The range of activities available in Technology Mandatory has increased through the redevelopment of the Agriculture plot and the development of the TAS room. 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 Years 7-10.

Levelled Literacy Intervention is a literacy support program for students in Years 7 and 8, with a strong focus on reading and comprehension.

The Stage 5 (Years 9 & 10) curriculum consists of the core subjects of English, Mathematics, Science, Human Society and its Environment, Personal Development, Health & Physical Education. A range of elective subjects are available including Commerce, iSTEM, LOTE (Japanese), Music, Physical Activity and Sports Studies (PASS) and Visual Arts. Students in Stage 5 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 offerings include access to 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 in order 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 all students. Extra curricular opportunities on offer include public speaking, school band and choir. 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 Years 3, 5, 7 and 9 tested. In Year 3, 30 students presented for the tests, in Year 5, 37 students presented for the tests, in Year 7, 30 students presented for the tests while in Year 9, there were 27 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 Years 3, 5, 7 and 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 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.

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										
Reading	16.5	26.3	26.2	18.4	18.5	13.2	15.5	21.1	6.7	2.6	1.8	5.3
Writing	15.1	21.1	38.7	39.5	28.7	23.7	12.1	10.5	3.8	5.3	0.8	0.0
Spelling	24.3	18.4	26.3	28.9	17.0	18.4	6.1	18.4	3.1	13.2	0.9	0.0
Grammar and Punctuation	4.1	23.7	10.9	23.7	18.7	7.9	12.0	13.2	6.3	7.9	2.4	5.3
Numeracy	12.8	23.7	24.3	18.4	29.4	18.4	19.8	23.7	6.7	10.5	2.6	0.0

Year 5 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 3 to 8												
BAND	8		7		6		5		4		3	
	State	School										
Reading	10.5	13.5	27.4	43.2	32.6	18.9	16.0	18.9	8.5	2.7	2.3	0.0
Writing	3.5	5.4	10.9	18.9	30.8	29.7	36.7	32.4	11.6	8.1	6.5	5.4
Spelling	7.9	2.7	21.6	16.2	30.4	40.5	24.7	29.7	9.1	8.1	3.0	0.0
Grammar and Punctuation	8.4	5.4	17.5	16.2	27.5	40.5	24.9	18.9	11.9	10.8	3.7	2.7
Numeracy	4.0	0.0	13.0	16.2	37.8	32.4	30.4	37.8	10.0	10.8	2.1	2.7

Year 7 NAPLAN Results in Literacy and Numeracy												
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	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	6.1	6.5	19.3	19.4	28.9	29.0	27.3	25.8	11.5	16.1	4.0	3.2
Writing	1.6	0.0	11.3	6.5	21.9	19.4	32.7	35.5	23.8	32.3	8.7	6.5
Spelling	5.9	3.2	16.7	3.2	26.7	29.0	29.5	35.5	13.0	22.6	2.8	3.2
Grammar and Punctuation	4.5	3.2	15.6	6.5	25.2	22.6	27.6	25.8	17.0	35.5	5.4	6.5
Numeracy	7.3	0.0	15.8	19.4	31.9	25.8	24.8	22.6	13.5	19.4	4.3	12.9

	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	2.6	3.6	15.4	14.3	34.8	35.7	32.5	32.1	10.2	7.1	3.9	7.1
Writing	3.4	0.0	9.1	14.3	19.6	17.9	30.3	28.6	25.6	21.4	11.7	17.9
Spelling	4.2	0.0	15.2	7.4	32.5	40.7	29.7	25.9	12.3	22.2	3.7	3.7
Grammar and Punctuation	3.7	0.0	10.8	11.1	24.7	33.3	34.9	33.3	19.2	22.2	4.2	0.0
Numeracy	4.0	0.0	15.6	22.2	28.9	25.9	36.9	51.9	14.1	0.0	0.5	0.0

In 2019 the number of students issued with a RoSA	7
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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.

Whole staff development day professional learning activities in 2019 were:

Staff Professional Learning Activity	Date	Presenter
Literacy Focus - "Big Write" and Introduction to VCOP.	05/02/2019	Nerida Finlayson, Jessica Hurcum, Anna Seccombe, Jonathan McCallum (St Philomena's School trained staff)
Online School Management System "Compass" Training	11/11/2019	Kim Kliendienst (CSO)
2 Day System Wellbeing Conference	11/06/2019	Various CSO sourced presenters
Religious Education: Myall Creek Retreat - ATSI Spirituality focus	29/04/2019	Lee Herden, Sharon Cooke (CSO)

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 Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's website <http://www.stphilomenasmoree.nsw.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Philomena's School. Christ's teachings therefore should relate to how staff develop student self-discipline. The school community believes 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. Staff aim to bring this about in the 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 <http://www.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 <http://www.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 this 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 <http://www.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 this 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 the 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 <http://www.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 Schools 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 this year	Key Improvements for 2020
<p>Nurture Our Catholic Society Establish Years 6, 7 & 10 student retreats:</p> <ul style="list-style-type: none"> • Retreats facilitated by Project Hatch for students in Years 6, 7 and 9/10 provided highly engaging and effective experiences for students to effect change in behaviour and self-confidence. • Understood and experienced how they can be a positive influence in the lives of others. • Gained emotional intelligence and mindfulness strategies which increase their wellbeing • Reflected on how the Gospel messages are alive and relevant in their daily lives. • Retreat experiences were offered to all staff through twilight prayer and a full day visiting Myall Creek. <p>Participation in 2019 Australian Catholic Youth Festival:</p> <ul style="list-style-type: none"> • Thirteen students and two staff members attended this event in Perth. • The pilgrims gathered together with thousands of other faith filled young people from across Australia. • This was an opportunity for students to connect with other faith filled adolescents providing an opportunity to reflect on how the Gospel messages are alive and relevant in their daily lives. • For staff in attendance, an opportunity to explore and deepen their faith was experienced. <p>Grow the Prayer Life of the School:</p> <ul style="list-style-type: none"> • Staff Prayer was very well supported and attended by all staff, where a gradual release model culminated in staff leading prayer for all staff on a rotating basis. • K-10 assemblies commenced with thoughtful and strategic prayer experiences for students, K-6 class assemblies commenced with prayer written by one class on rotation. • Classroom prayer formed part of the ritual of each day. • Parish-based Sacramental Programs for First Reconciliation (Year 2), First Holy Communion (Year 3) and Confirmation (Year 6) saw the school and parish work closely together. 	<p>Nurture Our Catholic Society</p> <ul style="list-style-type: none"> • Strategic embedding of Catholic Principles and Values into teaching and learning programs, in addition to embedding them as a "lived experience" across all areas of school life. • Use of and alignment to the CSO Faith Formation Framework to review formation opportunities for students, staff and parents through facilitation of retreat programs using organisations of Real Talk and Project Hatch. • Begin to deepen knowledge and understanding of Mercy spirituality building a staff understanding of the Sisters of Mercy, their founder Catherine McAuley and their work in contemporary times.



Key improvements achieved this year	Key Improvements for 2020
<p>Improve Learning Continue Collaborative Inquiry Initiative and embedding of the 14 parameters with a particular focus on implementation of:</p> <ul style="list-style-type: none"> • Learning Intentions and Success Criteria were evident in all learning spaces and lessons helping students focus not just on the task or activity taking place but on what they were learning about. Success criteria describes for the student what success looks like in its mastery. • Learning Walks and Talks were strategically planned and actioned, involving leadership staff and providing feedback to this group as to the success and effect of school improvement initiatives. • Gradual Release of Responsibility Model was evident in K-8 Literacy classes. It is a strategic process of transferring and sharing responsibility within the learning process from the teacher to the eventual independence of the learner who was able to apply skills learned from explicit and modelled teaching. 	<p>Improve Learning</p> <ul style="list-style-type: none"> • Embed Teacher pedagogy through continued implementation of the CSO Non Negotiables of a Catholic Professional Learning Community (2018-2020) and Lyn Sharratt's 14 Parameters for School Improvement. • Enhance school access to Mental Health Services • Introduce and implement the CSO Numeracy initiative/ improvement strategy with a strategic focus on Years 2 and 7.



Key improvements achieved this year	Key Improvements for 2020
<p>Lead Learning Establish Professional Learning Teams (PLTs) across the K-10 school:</p> <ul style="list-style-type: none"> • Professional Learning Teams were established for both teacher and educational assistants. • Teams participated in strategically planned meetings where staff worked collaboratively to improve teaching and the academic performance of students and share expertise. • A specific PLT was established for early career teachers with regular, specific and strategic agenda was actioned, providing relevant and strategic support. • Four staff were awarded Proficient Teacher status in 2019. <p>Create best practice for observation/feedback and mentoring of new staff:</p> <ul style="list-style-type: none"> • Formal and informal lesson observation and feedback was strategically planned and implemented. • All new staff were supported by a mentor and supervisor. • All new staff participated in a formal induction process. • Some staff participated in professional learning around coaching . <p>Embed professional learning in PLT meetings:</p> <ul style="list-style-type: none"> • Scheduled PLTs meetings provided relevant and strategic professional learning for all K-10 teaching staff. • Some professional learning is NESAs registered. 	<p>Lead Learning</p> <ul style="list-style-type: none"> • CSO Consultants lead Instructional Learning Teams with school executive addressing system requirements and embedding a coaching cycle. • Continue to refine innovative approaches to annual improvement planning such as teaching staff attaining accreditation at Highly Accomplished and Lead status. • Introduce and implement St Philomena's Responsible Behaviour Plan, "Be Safe, Be Kind, Be Responsible, Be Respectful".
<p>Sustain Our People</p> <ul style="list-style-type: none"> • Explored and implemented innovative practices which developed understanding and consistent practice across the school with pedagogical, pastoral and behavioural approaches. 	<p>Sustain Our People</p> <ul style="list-style-type: none"> • Continue to explore and implement innovative practices which develop understanding and consistent practice across the school with pedagogical, pastoral and behavioural approaches.



Key improvements achieved this year	Key Improvements for 2020
<p>Create the Right Environment Commence implementation of online financial administrative technologies of Compass:</p> <ul style="list-style-type: none"> • Compass was introduced in Week 5 Term 4. By the end of Term 4, the basic features of the platform were introduced and further development of capacity is required. • Created and implemented a framework to support the mentoring of staff. • All new staff participated in a formal induction process. • An induction process for all early career teachers and new staff was established. • A specific PLT was established for early career teachers where a regular, specific and strategic agenda was actioned, providing relevant and strong support. • Four teaching staff were awarded NESA Proficient Teacher status in 2019. 	<p>Create the Right Environment</p> <ul style="list-style-type: none"> • Complete the implementation of Compass. • Continue to develop and implement active school website and social media presence and marketing plan.

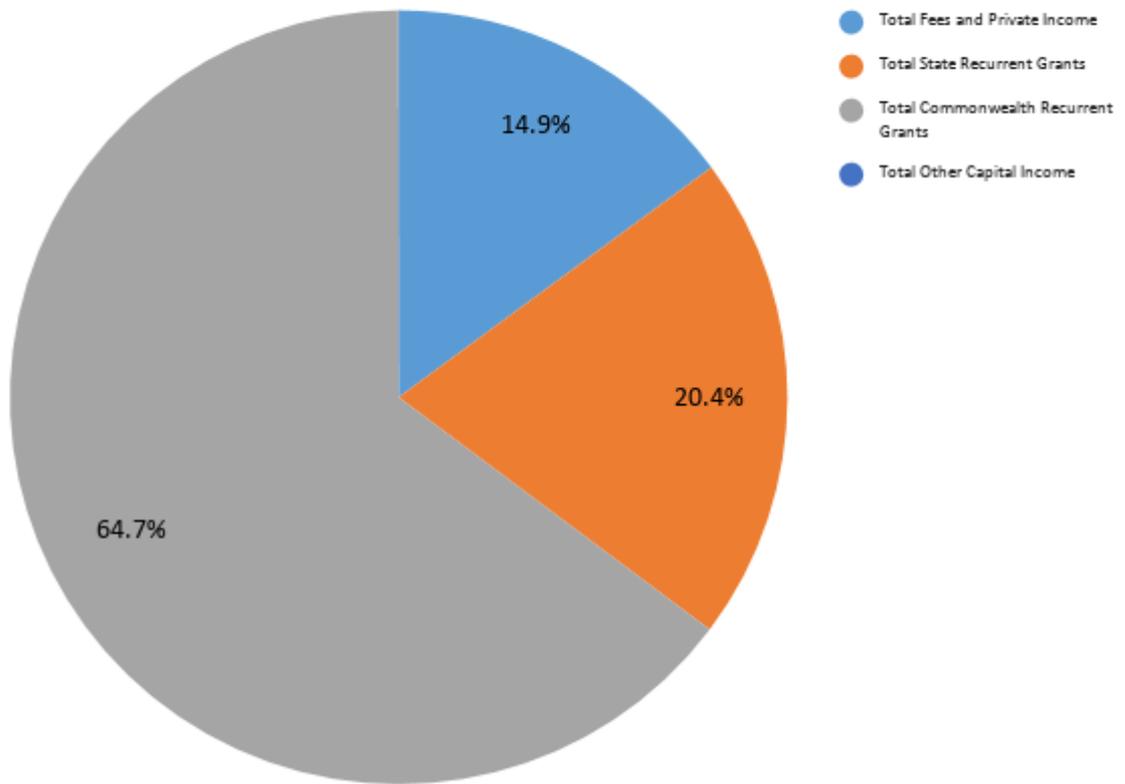
6.0 Financial Information

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 2019 is presented below:



2019 Income - St Philomena's School, Moree



2019 Expenditure - St Philomena's School, Moree

