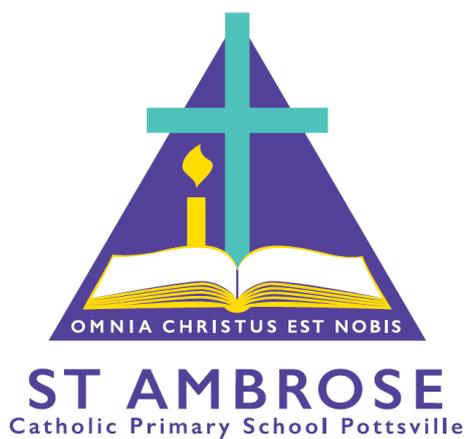


Annual School Report 2016 School Year

St Ambrose



Pottsville

1 Charles St Pottsville
02 6676 0099
www.sapotlism.catholic.edu.au

About this report

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

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

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

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

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2017 following its submission to the BOSTES.

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

Further information about the school or this *Report* may be obtained by contacting the school on 02 6676 0099 or by visiting the website at www.sapotlism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

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

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2016. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Ambrose has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016:

- Students participated in the Tweed Catholic Primary Schools Public speaking competition, winning the Stage 2 category.
- St Ambrose entered its school choir and small group choir into the Murwillumbah Eisteddfod. Both teams were highly commended on their performances.
- In the Yr. 6 NSW Catholic Schools Religious Education Test, St Ambrose scored well above average. Of the 22 students who sat the exam we had one child receive a high distinction and 7 students received distinctions.
- The school entered two teams in the Regional Tournament of Minds competition. Both teams were highly commended on both their prepared and impromptu presentations.
- The school participated in the NSW ICAS assessments. Students from the school received 2 distinctions in English, 3 distinctions and 1 high distinction in Science and 1 distinction in Mathematics. These results were very pleasing.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2016:

- Students attended and marched at the Pottsville ANZAC Day Commemorative service.
- The school choir performed at local nursing homes.
- The Pottsville / Lions Club Australia Day ceremony was held at St Ambrose and two students from the school were acknowledged with special awards.
- The school facilitated a special NAIDOC Day ceremony, inviting special guests to the school.
- A Remembrance Day service has conducted at the school and dignitaries from the Pottsville RSL sub branch attended.
- Students participated in Clean up Australia Day, Dune Care and National Tree Planting Day.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- St Ambrose won the Tweed Catholic Schools Regional Aggregate trophy for both Swimming and Cross Country.
- One student was selected to represent NSW in the National Primary Schools Carnival for Australian Rules football.



- Our school Hockey team were successful in winning the “Fitzpatrick” Division 2 Championship Trophy.
- Our school Rugby Union Opens team progressed to the final of the Brunswick Heads all schools Rugby 7’s carnival.

There were many people who assisted in the school’s quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Ambrose is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Brian Laybutt
Principal

1.2 A Parent Message

The Official body of the Parent Forum consists of school leaders and six parents. In addition to the “official body” all parents/friends are very welcome to attend all Parent Forum meetings which are held twice a term. In addition to the Parent Forum the school has class representatives. The role of the “Class Rep” is to work with parents / friends from within their class and coordinate one school event during the year. This event is allocated at the beginning of the school year. Additionally, the school has Parent Assembly representatives. These Parent Assembly representatives meet once a term with other parents from surrounding Catholic schools.

In 2016 the school, through the organisation of the Parent Assembly and support of the Catholic Schools Office, was able to provide a number of speakers to the school. Dr Kaylene Henderson held a parent workshop on “Anxiety” which was attended by over 50 people. The Tweed Family Centre followed up this presentation by running a night time workshop unpacking the “Circle of Security” model.

Warren Hopley presented an informative evening looking at resilience and boys in education. Our Parent Assembly representatives attended the annual Parent Assembly conference in Coffs Harbour and a number of families attended the Parent Assembly Retreat held at Tyalgum.

Our Parent Forum, through the Class Representative organised and coordinated a number of school events. These included School Movie and Disco night, Bush dance, Mother’s / Father’s Day Stall, Grandparents’ Day and a Carols night.

Parents were actively involved in the school. This was reflected in so many ways such as: classroom helpers (reading, maths, and art), assisting on school excursions, athletics/ swimming/ X-Country carnivals, school canteen, school uniforms, admin. assistance and as library helpers.

The Parent Forum meetings provide an avenue for parents to participate in the running of the school, by contributing to the policy making process, raising questions, providing feedback, allowing discussion and advising the Principal. Minutes of all meetings are loaded onto the school web page. The Parent Forum committee were actively involved in developing a constitution and ensuring that the Parent Forum was registered as an Incorporated Association.

The Parent Forum provided the school with financial support, in particular with the purchasing of musical equipment and supporting the environmental efforts and focus of the students and the school.

Mrs Katie Tucker
Treasurer
Parent Forum

2.0 This Catholic School

2.1 The School Community

St Ambrose is located in Pottsville and is part of the St Anthony’s Kingscliff Parish which serves the communities of Fingal Head, Kingscliff, Cudgen, Salt, Casuarina, Cabarita Beach, Bogangar,



Hastings Point, Tanglewood, Sea Breeze, Koala Beach, Pottsville, Cudgera Creek, Black Rocks, and Wooyung.

School families are drawn from the towns and communities of Salt, Casuarina, Cabarita, Bogangar, Hastings Point, Tanglewood, Sea Breeze, Koala Beach, Pottsville, Cudgera Creek, Black Rocks, Wooyung, Burringbar, Billinudgal, Ocean Shores and Brunswick Heads.

Last year the school celebrated its second year of Catholic education.

The parish priest Fr Paul McDonald is involved in the life of the school. St Ambrose is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Celebrating Sunday School Mass once a month
- Promoting and coordinating Sacramental programs which are conducted within the Parish
- Involving students in the “Student Proclaim” program initiated by the Lismore Diocese
- Promoting Family Retreat days
- Attending weekly Masses Yrs. 3-6 one week, Yrs. K-2 the alternate week
- Participating in the “Children of the Light” parish based program

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school’s prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational Values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

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

	K	1	2	3	4	5	6	TOTAL 2016	TOTAL 2015
Male	23	22	16	18	12	9	9	109	80
Female	17	20	13	12	14	13	13	102	68
Indigenous <i>count included in first two rows</i>	0	2	1	2	1	0	1	7	5
EALD (Language background other than English) <i>count included in first two rows</i>	0	3	2	2	2	1	4	14	20

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal. 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 2016 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	94.5	93.8	94.1	92.7	94.6	92.6	92.4	93.6

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	18
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	1
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	14
5.	Number of staff identifying as Indigenous employed at the school.	2
6.	Total number of non-teaching staff employed at the school.	6

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96%. This figure is provided to the school by the CSO. In 2015, the school consisted of 7 classes; in 2016 this increased to 9. As a result, two new classroom teachers and an additional teachers' aide were employed.

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 values of respect, responsibility and being courageous lie at the heart of St Ambrose Primary school, and underpin all policies and procedures. These three words are located around the school, reminding all members of the community of the importance of our values. Students, teachers and



parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. Twice a term awards are presented to students that reflect these values.

The school's three CORE VALUES are Being Respectful, Responsible and Courageous. Students who display these core values are rewarded by receiving a "bee". These bees are placed into a container and each Friday two names are selected from each class. They become the "busy Bees" for the following week and are given special responsibilities by their teacher.

Our Core Values are referred to constantly at school assemblies and by teachers reinforcing the qualities and expectations we have of students within this school.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

In 2016 the school participated in an "Insight SRC" program which consists of surveys issued to parents, students and staff and which provide information and data on how well our school is operating. From the School Improvement surveys, St Ambrose scored approval ratings of:

85.9% Organizational Climate (73% is the mean)

94% Teaching Climate (78% is the mean)

87.4% Student Wellbeing (78% is the mean)

83.5% Community Engagement (76% is the mean).

The school is extremely pleased with these very positive results.

3.0 Teaching and Learning

3.1 School Curriculum

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

The staff of St Ambrose Primary School compose units of work, guided by the BOSTES Syllabus documents, which seek to be responsive to the needs of each learner. While incorporating 21st Century technologies such as iPads in each grade, we also highly value the strategies and role of formative assessment so that we can best track student progression at the point of need.

Professional Learning Teams operate at St Ambrose with the sole purpose of enhancing the learning sequences for our students. The staff of St Ambrose work collaboratively and collegially in order to track student progression through the outcomes and identify students who are in need of curriculum adjustments.

3.2 Student Performance in National Testing Programs

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 28 students presented for the tests while in Year 5 there were 20 students.

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

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



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

At St Ambrose, 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 SMART 2 Data Analysis workshops. The following data indicates the percentage of St Ambrose 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	28.1	42.9	23.7	25.0	19.0	17.9	17.1	10.7	8.9	3.6	3.1	0
Writing	16.6	10.7	37.5	53.6	26.7	28.6	13.1	7.1	4.8	0	1.2	0
Spelling	27.4	28.6	27.0	25	21.7	25	11.5	17.9	9.2	3.6	3.1	0
Grammar and Punctuation	34.6	39.3	18.3	21.4	19.0	17.9	20.2	17.9	4.8	0	3.0	3.6
Numeracy	19.7	14.3	19.0	25	22.3	21.4	24.5	28.6	11.4	7.1	3.1	3.6

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	15.4	10.5	23.2	31.6	23.7	21.1	18.8	21.1	12.9	15.8	6.0	0
Writing	5.2	5	13.5	10	31.3	40	33.7	35	11.1	10	5.3	0
Spelling	15.5	5	17.7	15	30.4	30	21.8	45	9.2	5	5.4	0
Grammar and Punctuation	20.9	10	19.9	5	23.4	35	20.4	40	11.4	10	4.0	0
Numeracy	15.5	5	15.0	0	26.6	35	25.8	45	12.9	15	4.3	0

Year 3

Once again, we are pleased with the Band 5 & 6 performances across all areas. Collectively, our results in the top 2 bands are aligned with the State results. Similarly, we are pleased with our very



low percentage of students in Bands 1 & 2. A continued focus will be placed on the top 2 band results in Writing in an effort to move the bulk of our students into Band 6 achievement, particularly mindful of student results demonstrating achievement in Bands 3 & 4.

Year 5

We have become acutely aware of a pattern where the majority of our cohort becoming entrenched in the middle bands and will direct a great deal of effort into exploring pedagogies and approaches to curriculum. In this way we hope to enhance the learning opportunities across all learning domains so that we stretch students into higher achievement bands. In a whole school approach, we will balance the interventions currently placed in the Infant years (EMU Maths, Support-A-Talker, Succeeding Together as Readers etc.) to ensure students in Primary years are also offered high quality interventions for both remediation and acceleration.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2016 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Retreat	8 th April	School Staff
Catholic Worldview Permeation	26 th April	Leader of Catechesis
Geography K-10 Syllabus	1 st July	LOP
Anxiety / Healthy Environment/Insights SRC & NAPLAN review	23 Sept.	Principal

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

Activity	Staff numbers	Presenter
Dylan Williams inservicing	16	Nic Constable
EMU Training	4	Anne Gervasoni
Literacy Solutions	5	Angela Ehmer / Lee Denton
STAR Training	6	CSO Staff

The professional learning expenditure has been calculated at \$7,297 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Anti-Bullying	No Change	Policies Page – SAPOT Moodle
Child Protection Procedure	No Change	Policies Page – SAPOT Moodle
Excursions Policy & Procedure	No Change	Policies Page – SAPOT Moodle
Housekeeping	No Change	Policies Page – SAPOT Moodle
Overseas & Interstate Excursion	No Change	Policies Page – SAPOT Moodle



Suspension & Exclusion	No Change	Policies Page – SAPOT Moodle
WHS Procurement Policy	No Change	Policies Page – SAPOT Moodle
Digital Devices Policy	No Change	Policies Page – SAPOT Moodle
Student Retention Policy	No Change	Policies Page – SAPOT Moodle
Copyright	No Change	Policies Page – SAPOT Moodle
Reporting Student Achievement	No Change	Policies Page – SAPOT Moodle
Substance Management	No Change	Policies Page – SAPOT Moodle
Private Transportation	No Change	Policies Page – SAPOT Moodle
Anti Harassment	No Change	Policies Page – SAPOT Moodle
Driving Safety Management	No Change	Policies Page – SAPOT Moodle
Excursion Policy	No Change	Policies Page – SAPOT Moodle
Building and Safety Management	No Change	Policies Page – SAPOT Moodle
Child Protection Policy	No Change	Policies Page – SAPOT Moodle
First Aid	No Change	Policies Page – SAPOT Moodle
Homework	No Change	Policies Page – SAPOT Moodle
No smoking	No Change	Policies Page – SAPOT Moodle
Critical Incident Policy and Plan	No Change	Policies Page – SAPOT Moodle
Flexible Working Arrangements	No Change	Policies Page – SAPOT Moodle
Violence in Schools	No Change	Policies Page – SAPOT Moodle
Illicit Drugs	No Change	Policies Page – SAPOT Moodle
Pastoral Care	No Change	Policies Page – SAPOT Moodle
Risk Management	No Change	Policies Page – SAPOT Moodle
Behaviour Management Program	No Change	Policies Page – SAPOT Moodle
Professional Conduct	No Change	Policies Page – SAPOT Moodle
Student Records Policy	No Change	Policies Page – SAPOT Moodle
Animals at School	No Change	Policies Page – SAPOT Moodle
Working with Children Check: SOP	No Change	Policies Page – SAPOT Moodle

4.2 Enrolment Policy

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

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

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

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Pastoral Care Policy/Student Welfare

Our Pastoral Care Policy seeks to reinforce and extend Christian teachings within the school environment. This is achieved by all members: – teachers, children, parents, parishioners and members of the community, leading and caring for each other in a way that expresses the teachings of Christ in our daily lives. We believe that all members of the community should be treated with dignity and respect. All members of our community should feel that they are valued and loved infinitely. This conviction affects what we teach and how we teach.

4.4 Discipline Policy



The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

At St Ambrose, we believe our purpose is to provide educational outcomes for our children in a safe and supportive school where each student is actively encouraged by all members of our community to set high expectations for their academic, personal and spiritual growth. St Ambrose Catholic Primary School Pottsville is a place where each member of our community is provided with boundless opportunities to flourish and prosper as a successful learner, a confident and creative individual and an active and engaged citizen. The policies and procedures outlined within this plan will help to nurture an engaging, firm and friendly learning environment that values the best effort and personal achievement of each of our students, parents and staff members.

Our Behaviour Management Plan acknowledges teacher and student rights and responsibilities, and is based on the Gospel teachings of love for self and others.

4.5 Complaints and Grievance Policy

This policy embodies and guides the living out of the Diocese of Lismore's *Foundational Beliefs and Practices – The Essential Framework* in parish school communities. In a spirit of partnership between home and school there must be a commitment to respond positively to critical feedback to ensure that people have the opportunity to contribute to the continued improvement of parish schools. It is expected that all staff will ensure that a culture of consultation and open dialogue is nurtured at every level. It is acknowledged that parents/caregivers can feel concerned about an incident or something that they believe is happening in their child's school.

The satisfactory resolution of any concern or complaint is vital to the Christian life and the wellbeing of the community. It is recognised that parents and caregivers must have access to processes that allow them to resolve concerns and complaints in a supportive, conciliatory environment. Concerns and complaints need to be addressed as far as possible at the local level, responsively, openly and in a timely manner.

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

Catholic Identity and Mission

Establish an authentic Catholic School

Ensure that an effective Religious Education program is established and implemented

Develop a strong Parish / School relationship

Organisation and Co Leadership

Provide the necessary documentation to meet the requirements of the Board of Studies Registration and Accreditation process

Initiate, develop and implement relevant policies and processes

Embed a model of distributive leadership within the school

Teaching and Learning

Develop a sound understanding of the Australian Curriculum which is reflected in school developed scope and sequences, teaching programs and assessment strategies

Ensure that a contemporary and responsive approach to teaching and learning is implemented within the school

Ensure that a personalised and multimodal pedagogy is embedded across the curriculum

Community and Relationships

Establish the school as an integral part of the Pottsville community

Identify, initiate and build opportunities to engage parents / carers in the life of the school

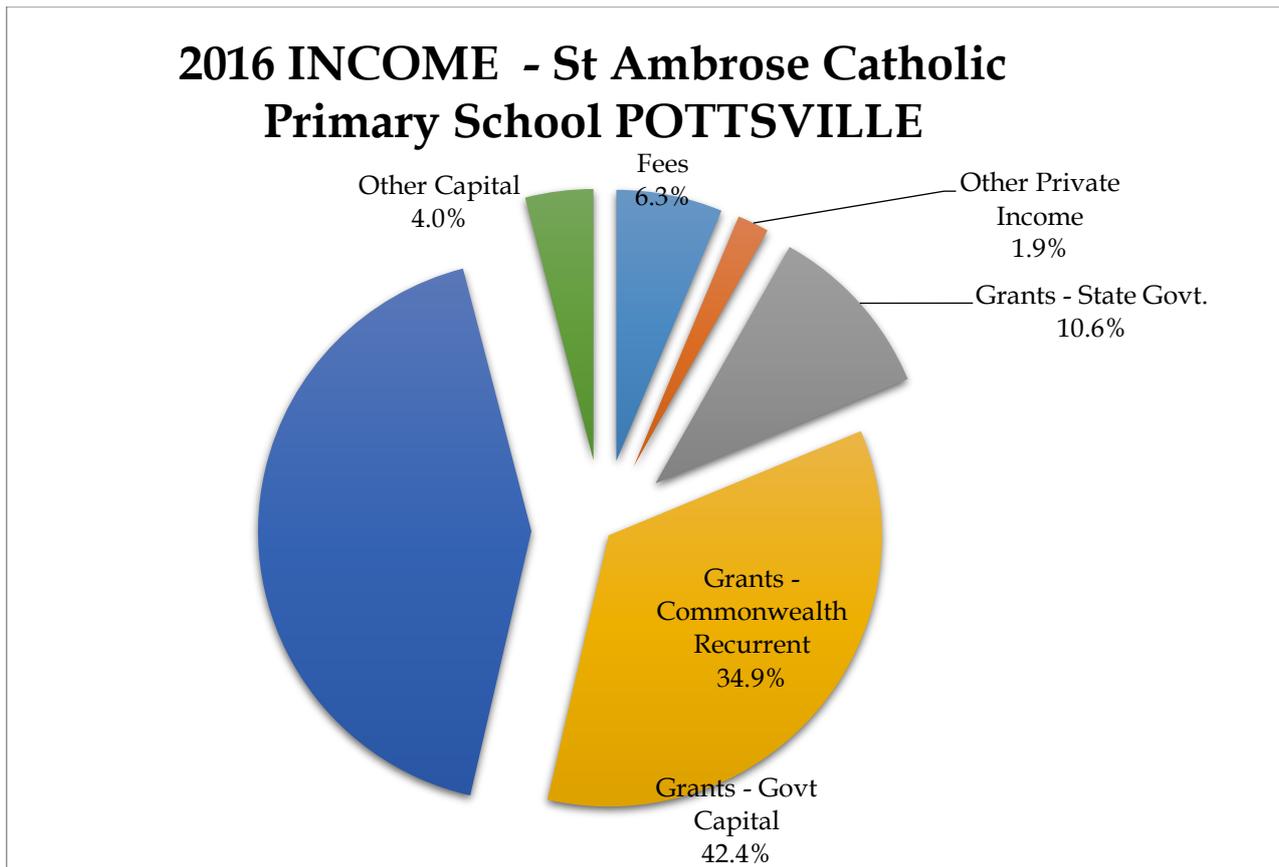
Develop a community that is based on positive relationships, trust and transparency



6.0 Financial Information

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

A visual summary of the income and expenditure reported to the Commonwealth Government for 2016 is presented below:



2016 EXPENSE - St Ambrose Catholic Primary School POTTSVILLE

