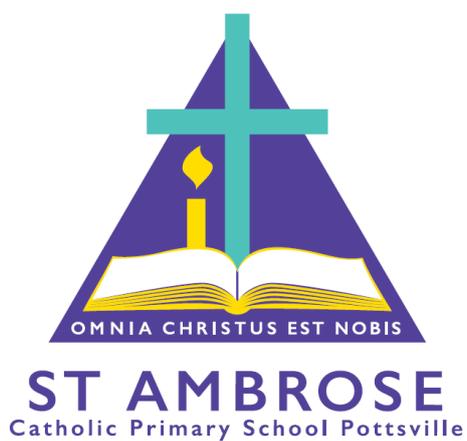


Annual School Report 2017 School Year

ST AMBROSE PRIMARY SCHOOL



POTTSVILLE

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

About this report

St Ambrose Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

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

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance 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 NESA 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 2018 following its submission to NESA.

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

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



1.0 Messages

1.1 Principal's Message

The primary purpose 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 2017. Student work was proudly displayed in classrooms, on school notice boards, 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 2017 the school:

- Showed continued growth in Year 3 and 5 NAPLAN Assessments.
- Participated in a variety of University of NSW competitions with a number of students achieving commendable results.
- Entered two teams in the regional Tournament of the Minds competition, both receiving a Highly Commended recommendation.
- Participated in the Tweed Catholic Schools Public Speaking Competition with a number of successful finalists.

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 2017 the school:

- Hosted the Annual Lions Club Australia Day Awards.
- Attended and marched at the Pottsville ANZAC Day commemorative service.
- Conducted a Remembrance Day ceremony which dignitaries from the Pottsville RSL sub branch attended.
- Made and promoted the "boomerang bag" initiative within the Pottsville community.
- Worked with the "Clean up Australia" campaign and "Dune Care" in promoting environmental awareness and sustainability.
- Facilitated a special NAIDOC ceremony, inviting special guests.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2017:

- A student from St Ambrose was selected to represent the Polding Athletics Team and competed at Homebush.
- Students from the school were selected for Diocesan teams in Athletics, Swimming, AFL, Rugby League and Soccer.
- In Term 4 the school ran a significant sports elective program that allowed students to choose from the following: Surfing, Lawn Bowls, Yoga, Tennis, Golf, Dance and Games / Activities.
- The Junior Rugby Union Team finished a credible 3rd at the Primary Schools Rugby Gala Day - Casuarina Cup.
- The Open Girls hockey team were grand finalists in the Primary School Hockey Gala Day – Fitzpatrick Cup.

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 2017 the school, through the organisation of the Parent Assembly and support of the Catholic Schools Office, were 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.
- Michael Gross ran a teacher and parent workshop on resilience.
- A Parent Assembly conference in Coffs Harbour was attended by a number of parents from St Ambrose.
- A Parent Assembly Retreat was held at Tyalgum; again a number of St Ambrose families attended.

Our Parent Forum, through the class representatives organised and coordinated a number of school events. These included School Movie and Disco night, a Mother’s Day stall and morning tea, Father’s Day Stall and breakfast and a Grandparents’ Day. In 2017, the Parent Forum coordinated and ran the school’s first ever Spring Fair and Carols Night. This was an overwhelming success which enabled the school and wider community to come together and experience the warmth and friendly atmosphere of our school.

Parents were actively involved in the school in so many ways including acting as classroom helpers (reading, mathematics, art etc.), 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.

This year the school took part in a School Review and Development process. The parents of the school took an active role in this process by completing surveys, providing feedback and opinions on various aspects of the school.

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 school.

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 third 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, where by students lead the singing including the parts of the Mass and teachers fulfill the ministry duties.
- Promoting and coordinating Sacramental programs which are conducted within the Parish.
- Involving students in the “Student Proclaim” program initiated by the Lismore Diocese, including involvement from parents and families.
- Promoting Family Retreat days (Parent Assembly).
- Facilitating the Parent Lenten group and an ongoing reflection group.
- Attending weekly Masses - Yrs. 3-6 one week, Yrs. K-2 the alternate week with students leading the singing, including parts of the Mass.
- Participating and promoting the “Children of the Light” parish based program.
- Co -coordinating and supporting a parish altar servers’ program.
- Promoting and advertising the online Religious Education resource “FORMED.”

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Also included in the curriculum is an online resource “Understanding Faith”. 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 daily prayer life. The staff also pray weekly as well as reflecting on “Going Deeper” a weekly adult online formation resource. 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, “Enabling Students to achieve the fullness of life”. 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 2017 | TOTAL 2016 |
|---|----|----|----|----|----|----|----|---------------|---------------|
| Male | 29 | 23 | 26 | 17 | 19 | 12 | 10 | 136 | 109 |
| Female | 29 | 18 | 24 | 13 | 11 | 14 | 14 | 123 | 102 |
| Indigenous <i>count included in first two rows</i> | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 5 | 7 |
| EALD (Language background other than English) <i>count included in first two rows</i> | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 18 | 14 |

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 2017 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 | 95.7 | 94.6 | 94.5 | 94.1 | 94.6 | 94.3 | 92 | 94.5 |

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. | 20 |
| 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. | 16 |
| 5. | Number of staff identifying as Indigenous employed at the school. | 2 |
| 6. | Total number of non-teaching staff employed at the school. | 7 |

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. In 2017, with the completion of Stage 2 & 3 of the building program the school now has 11 classes, with the potential to grow to 14 over the next three years.

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:



- 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. Twice a term awards are presented to students that reflect these values.
- 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. These values lie at the heart of St Ambrose Primary school, and underpin all policies and procedures. These three words are located around the school and in our school prayer and song, reminding all members of the community of the importance of our values. Parents/carers 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.
- Teachers plan meaningful experiences that engage students so they become more aware of the values of respect and responsibility in our world. Students develop a deeper understanding of these values through the consistent and deliberate permeation of Catholic Worldview in units of work across Key Learning Areas.

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 2017 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:

| | | |
|-------|------------------------|--------------------|
| 83.7% | Organisational Climate | (73% is the mean) |
| 88% | Teaching Climate | (78% is the mean) |
| 81.6% | Student Wellbeing | (78% is the mean) |
| 83.6% | Community Engagement | (76% is the mean). |

PARENT OPINION RESULTS

| | |
|------|------------------------------|
| 95 % | Positive Parent Partnership |
| 88% | Parent Input |
| 91% | Learning Focus of the school |

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 NSW Education Standards Authority 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 to the six Key Learning Areas offered in all NSW schools, Catholic schools also provide the Key Learning Area of Religious Education.

Students are offered a rich curriculum with opportunities to excel in all areas. The staff of St Ambrose Primary School work collaboratively to develop:

- Timetables
- Scope and Sequences of learning
- Resources



- Assessment and reporting plans to indicate and record student performance
- Data collection methods to monitor student progress
- Personalised Plans to identify adjustments that are required to address individual student needs
- Quality educational units of work that are designed to cater for the needs of all learners.

These are fundamental in enabling teachers to effectively plan for the delivery of syllabus content, promote student engagement and foster deep learning. The educational programs delivered at St Ambrose equip students with the capabilities required to become self-directed lifelong learners.

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 26 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 | 29.2 | 60 | 21.8 | 28 | 22.7 | 12 | 15.7 | 0 | 6.5 | 0 | 4.0 | 0 |
| Writing | 14.5 | 17.9 | 38.7 | 60.7 | 23.1 | 14.3 | 17.7 | 7.1 | 4.3 | 0 | 1.6 | 0 |
| Spelling | 28.3 | 46.4 | 24.4 | 25 | 21.1 | 14.3 | 14.1 | 14.3 | 9.1 | 0 | 3.1 | 0 |
| Grammar and Punctuation | 35.8 | 46.4 | 26.5 | 21.4 | 14.4 | 3.6 | 10.7 | 14.3 | 6.9 | 10.7 | 6.0 | 3.6 |
| Numeracy | 23.0 | 14.3 | 20.3 | 42.9 | 27.3 | 32.1 | 17.0 | 7.1 | 9.6 | 3.6 | 2.9 | 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 | 18.4 | 15.4 | 21.3 | 23.1 | 26.1 | 30.8 | 17.0 | 11.5 | 12.7 | 11.5 | 4.5 | 7.7 |
| Writing | 5.3 | 11.5 | 12.8 | 7.7 | 30.0 | 30.8 | 36.0 | 42.3 | 9.3 | 3.8 | 6.5 | 3.8 |
| Spelling | 17.4 | 24 | 20.8 | 20 | 29.5 | 32 | 19.3 | 12 | 8.1 | 12 | 5.0 | 0 |
| Grammar and Punctuation | 21.8 | 16 | 14.4 | 28 | 25.7 | 16 | 16.0 | 16 | 15.6 | 20 | 6.4 | 4 |
| Numeracy | 13.4 | 7.7 | 19.1 | 11.5 | 29.3 | 34.6 | 23.6 | 38.5 | 11.6 | 3.8 | 3.0 | 3.8 |

The results show that students have performed well in 2017. This is largely due to the commitment of St Ambrose to explore and offer a continuous, targeted suite of Professional Learning experiences to our staff in order to cultivate their practice. We continue to work with all staff to ensure that appropriate data sets are collected, analysed and provisioned with a whole school response in order to identify trends, patterns and areas of strength and vulnerability.

The percentage of students achieving minimum standards has followed previous years' achievements and is indicative of the focus placed on individualised student learning programs and intervention strategies adopted by the school.



Into the future we further commit our efforts to enhancing achievement in the top 2 bands and ensuring that high order thinking and responding skills become more closely aligned with the Vision for Learning at St Ambrose.

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 2017 were:

| Staff Professional Learning Activity | Date | Presenter |
|--------------------------------------|------------------------|---------------|
| Parish School Retreat | 7 th April | School Staff |
| Catholic World View Permeation | 24 th April | Sue Falke |
| Mathematics K - 6 | 30 th June | Nic Constable |
| School Review and Improvement | 17 th July | Brian Laybutt |

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

| Activity | Staff numbers | Presenter |
|--------------------------------------|---------------|-------------------------|
| Literacy Solutions | 6 | Lee Denton |
| Teacher Assistants Literacy Workshop | 4 | Lee Denton |
| Developing Rich Mathematical Tasks | 4 | Tim Waugh |
| Literacy through Literature | 9 | Lee Denton |
| Consistent Teacher Judgments | 6 | Kate Salmon |
| STAR Training days | 2 | Narelle Edmunds |
| Learning Progressions | 4 | Janice Farmer Hayley |
| Mathematical Mindsets | 2 | Jo Boaler |

The professional learning expenditure has been calculated at \$7,596 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 2017.

| Policy name | Status in 2017 (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 | Change to parent liability agreement regarding deliberate misuse of school property | 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 |

All policies available through the school Web Page and a referred to in the Parent and Staff Handbooks.

4.2 Enrolment Policy

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

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

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.

As outlined in our school's Pastoral Care Policy, we believe:

- All students have the right to learn, grow and play in a safe, inclusive and supportive environment.
- Each of our learners has the capacity to be successful.
- All community members have the right to feel safe all of the time.
- Behaviour management should be holistic with the focus being directed to the behaviour or action and not the individual.
- Restorative Justice focuses on repairing the harm done to people and relationships, rather than on punishing offenders.
- Students should be aware of consequences so they take responsibility for their behaviour and develop self-control.
- A consequence is a result of an action and consequences must always be fair.
- Consistent and effective behaviour management nurtures Christian values.

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 valuing the best efforts 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 *Catholic Education in the Diocese of Lismore: 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 promptly and fairly and confidentiality always maintained.

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2017 was a very rewarding year.

| Key improvements achieved this year | Key Improvements for next year |
|--|--|
| <p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Engaged teaching staff in professional learning opportunities to ensure that appropriate, contemporary assessment strategies were implemented within classroom Religious Education sequences | <p>Catholic Identity and Mission</p> <p>To provide opportunities to develop our Catholic values as a lived reality by:</p> <ul style="list-style-type: none"> • deepening the understanding of individuals' personal faith through interaction with the school, Parish and family • enhancing the spiritual dimension of the school |



| | |
|--|--|
| <ul style="list-style-type: none"> Refined and instilled in the culture of St Ambrose an understanding of Catholic Worldview integration into all curriculum areas. | |
| <p>Organisation and Co Leadership</p> <ul style="list-style-type: none"> Utilised technology to develop an effective means of communication across the community and data collection Implemented a process of review and refinement so that high expectations of accountability were sustained Initiated and continued to strengthen a culture which values the work of Professional Learning Teams. | <p>Organisation and Co Leadership</p> <p>To provide opportunities for staff to develop and enhance leadership capabilities by</p> <ul style="list-style-type: none"> Developing leadership groups within the staff Enabling teachers to take on specific responsibilities and projects e.g. STEM, Pastoral Support Developing a school based approach in addressing issues related to well being and the pastoral care of the student. |
| <p>Teaching and Learning</p> <ul style="list-style-type: none"> Provided Professional Learning to enhance teachers' understanding and implementation of formative and summative strategies to better inform student growth and inform cycles of learning Implemented and utilised a wide range of data resources to support students in their learning. | <p>Teaching and Learning</p> <p>Continue to improve on the academic expectations of students by focusing on:</p> <ul style="list-style-type: none"> Literacy – specifically Reading and Writing K-6 Numeracy that will enhance the quality of teaching and improve students' general acquisition skill, concepts and understandings. |
| <p>Community and Relationships</p> <ul style="list-style-type: none"> Created opportunities that nurture family members as partners in student learning and growth Ensured that the school promotes inclusivity for all community members Ensured that decision making is collaborative and transparent. | <p>Community and Relationships</p> <p>Continue to value parental involvement within the environmental aspect of the school by:</p> <ul style="list-style-type: none"> Providing opportunities for parents to implement and actively support environmental initiatives within the school. |

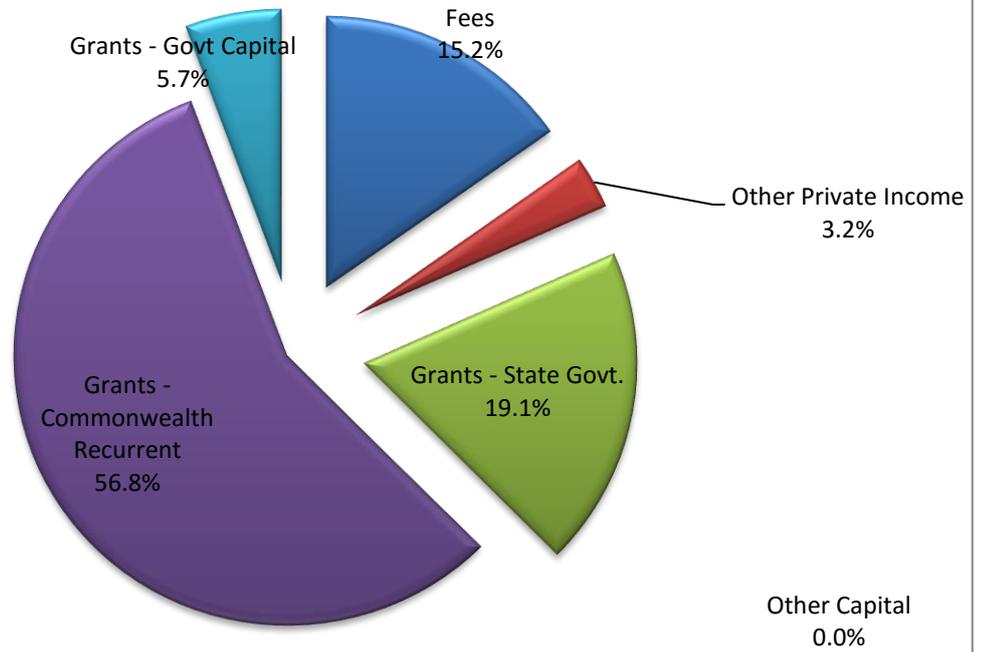
6.0 Financial Information

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 2017 is presented below:



2017 INCOME - St Ambrose Catholic Primary School POTTSVILLE



2017 EXPENSE - St Ambrose Catholic Primary School POTTSVILLE

