About This Report

St Anthony’s Kingscliff is registered by the Board of Studies (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 Board of Studies requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2014 following its submission to the Board of Studies.

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 0266741368 or by visiting the website at www.kngplism.catholic.edu.au
Principal’s Message

The primary purpose of St Anthony’s Kingscliff 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 Anthony’s Kingscliff offers students a 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 faith and spiritual growth of the students as well as opportunities 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 2013. 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 Anthony’s Kingscliff has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- A whole school approach to the teaching of Spelling has seen a noticeable improvement in the overall standard in spelling across the grades.
- Encouraging students to set personal learning goals has seen an increase in the number of students receiving a special Principal’s Award for Outstanding Academic Achievement in the various Key Learning Areas each semester.
- Several students were selected to participate in a Science enrichment program at St Joseph’s College based on their scores in the International Competition Assessment for Schools (ICAS) test.

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:

- St Anthony’s hosted the gathering of Year 6 students from all Catholic schools in the Tweed Cluster with a special Mass during Catholic Schools Week, followed by a sausage sizzle lunch and games afternoon.
- All classes participated in the choral verse speaking section of the Murwillumbah Performing Arts Festival with outstanding results. Year 4 were invited to open the Regional Gala Concert, which highlights local talent, with their winning poem.
- Huge numbers of visitors came to witness 21st century learning in action on Grandparents’ Day. The school choir and Kindergarten provided the entertainment and members of the Student Representative Council hosted morning tea for the visitors.
- The top three public speakers from each class showcased their talent at the annual Orators’ Evening where overall winners on the night were chosen to represent our school at the Tweed Catholic Schools Public Speaking Competition.
- Large numbers of students participated in the Anzac Day march and service with school leaders laying a wreath.
Students performed well at various sporting events during the year. The following list provides some examples of sporting highlights:

- All students participated in gymnastics lessons in Term 1, dance in Term 2 and swimming in Term 4; the elective sports program offered in Term 3 proved to be very popular once again, with sports such as tennis, surfing, kayaking, softball, yoga, Zumba and basketball on offer.
- The school’s Open A Rugby League team and the Under 10sA Rugby League team both won the Tweed/Byron Rugby League Challenge which entitled them to participated in the State Country Rugby League Championships in Sydney. The Under 10s made it through to the final and were commended by the convenor of the event for their outstanding achievement in reaching such a prestigious level being a small rural school.
- Year 3 and Year 4 boys from St Anthony’s were once again winners of the Under 10s Rugby Union Casuarina Cup Carnival, a local school competition.
- The Senior Boys Swimming Relay team reached the State Championships. Several students from St Anthony’s represented at the Polding level in cross country, hockey and swimming.

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 Anthony’s Kingscliff is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Mrs Lynne Pull
Principal
A Parent Message

2013 was a very successful year for St Anthony’s Primary School Parent Forum.

The previous year’s goal of providing shade sails over the adventure playground remained the over-riding priority for this year. It is hoped that the shade sails will finally be erected in the new school year.

Fundraising activities during the year included a very popular Movie Night with fun activities for the children, a bar-b-que tea and several raffles before everyone settled down to watch the movie under the stars. Successful Mother’s Day and Father’s Day stalls were held and parents provided support to the Philippines Relief Fund through the Fiesta. There was also a second-hand book shop which allowed families to donate their unwanted books and others to buy them. This was a great way to recycle books in the school community.

The Forum was proactive in raising objections to the local council through lobbying, petitions and surveys about the lease of greenspace used as part of the school playground to the local shopping centre.

The Forum encourages all parents to consider nominating for a position on the forum and supporting its work in the future. This is a significant way that parents can show their support to the school and parish as we all work together for the good of our children.

Bianca Prendergast
Secretary
St Anthony’s Parish School Forum
This Catholic School

St Anthony’s Catholic School is located in the town of Kingscliff and is part of the Kingscliff Catholic Parish which serves the communities of Kingscliff, Hastings Point, Cabarita, Bogangar and Pottsville. School families are drawn from the towns and communities of Kingscliff, Cudgen, Chinderah, Salt, Casuarina, Cabarita, Hastings Point, Koala Beach, Pottsville, Fingal, South Tweed Heads and Banora Point.

In 2013 the school celebrated 46 years of Catholic education at Kingscliff.

The Parish Priest Fr Paul McDonald is very involved in the life of the school.

St Anthony’s Kingscliff is a parish with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through such activities such as:

- hosting the Parish Sunday Mass once a month and staff taking on all ministry roles in the service. Families are particularly encouraged to come along so their children can participate in the choir and children’s liturgy as well as the Offertory Procession;
- supporting St Vincent De Paul through Minnie Vinnies’ activities and the homeless through the collection of tinned food for a local charity;
- working closely with the Parish in the organisation and delivery of Sacramental programs;
- providing on-going training of altar servers for both weekday and weekend Masses.

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 this parish school, St Anthony’s, is guided by Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. 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 parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.
St Anthony’s caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>26</td>
<td>25</td>
<td>34</td>
<td>30</td>
<td>19</td>
<td>28</td>
<td>178</td>
<td>180</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>26</td>
<td>28</td>
<td>27</td>
<td>24</td>
<td>23</td>
<td>33</td>
<td>190</td>
<td>180</td>
</tr>
<tr>
<td>Indigenous</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBOTE (Language background other than English)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies 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.

Throughout 2013 Professional Learning Teams were established which enabled teachers to focus their professional learning on classroom structures which promote the learning of the contemporary student. These included lesson essentials, the Inquiry Model and Contemporary Classroom set-ups. All staff participated in five modules, “Teaching for Deep Comprehension”, which explored the theories of and recent research into methods and strategies that help to improve comprehension across all Key Learning Areas. Students were encouraged to set personal learning goals appropriate to their learning needs. The emphasis has been on the needs of the individual learner and the way the teacher can adapt and adjust the curriculum to meet individual needs.
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, 57 students presented for the tests while in Year 5 there were 43 students.

In Literacy there were four elements tested. These were reading, writing, spelling, 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 Anthony’s school student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in the Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Anthony’s Kingscliff students in each band compared to the State percentage.
### Year 3 NAPLAN Results in Literacy and Numeracy

The following data indicates the percentage of St Anthony’s Kingscliff students in each band compared to the State percentage.

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in Bands 1 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAND</td>
<td>State</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>27.9</td>
</tr>
<tr>
<td>Writing</td>
<td>17.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>25.3</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>30.7</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>15.3</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>12.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.0</td>
</tr>
</tbody>
</table>

The 2013 Year 3 girls’ results (26 students) have improved by 38 scale score points from the 2012 results in the test aspect of Numeracy. Year 3 boys (31 students) results are 36 scale score points above the State average in the test aspect of Spelling. It is hoped that the school’s whole-school approach to Spelling will continue to provide good growth in this area. Over one-third of all Year 3 students achieved in the highest bands in Reading, Spelling and Grammar and Punctuation, well above that achieved by the State in general.
Year 5 NAPLAN results in Literacy and Numeracy

The following data indicates the percentage of St Anthony’s Kingscliff students in each band compared to the State percentage.

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 3 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>15.3</td>
</tr>
<tr>
<td>Writing</td>
<td>7.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>13.2</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>19.0</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>15.8</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>13.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.8</td>
</tr>
</tbody>
</table>

Year 5 boys (20 students) are 10 scale score points above the State average growth in the test aspect of Numeracy. A higher percentage of students achieved in the highest band in both Reading and Grammar and Punctuation than did students from the State overall. It is believed that this can be attributed to the school’s emphasis on the teaching of reading comprehension strategies these past couple of years. There are a high percentage of students achieving minimum standards compared with the State figures and this is indicative of the classroom focus placed on individualised student learning programs and intervention strategies adopted by the school.

NAPLAN results have been further analysed to inform and guide the school’s direction for future improvements.
Teacher Standards and Professional Learning

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>22</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>18</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>4</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>18</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the 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-school Staff Development Day professional learning activities in 2013 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Curriculum English</td>
<td>2</td>
<td>Principal &amp; Leader of Pedagogy &amp; Leader of Curriculum</td>
</tr>
<tr>
<td>Staff Retreat Day</td>
<td>3</td>
<td>School Executive</td>
</tr>
<tr>
<td>Australian Curriculum Science</td>
<td>3</td>
<td>Principal &amp; Leader of Pedagogy &amp; Leader of Curriculum</td>
</tr>
<tr>
<td>Inquiry Learning Program Builder (for new curriculum)</td>
<td>4</td>
<td>Leader of Pedagogy &amp; Leader of Curriculum</td>
</tr>
</tbody>
</table>

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

- Day of Proclaim – an initiative of Lismore Catholic Education and Diocese for the Evangelisation of school staff;
- NAPLAN Analysis;
- Kath Murdoch Inquiry Learning Approach;
- Peer-to-Peer Learning – observing each other’s teaching practice and providing feedback;
- Australian Council for Educational Research Conference;
- Words Their Way – A Whole School Approach to Spelling;
- Pragmatic Language;
- Autism Spectrum Disorder workshops;

The professional learning expenditure has been calculated at $6820 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 94.4%. This figure is provided to the school by the CSO.

There were no significant staff changes during 2013.

**Student Attendance**

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. 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 their leave request.

The average student attendance rate for the school during 2013 was 93.6%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93.7</td>
<td>93.5</td>
<td>94.4</td>
<td>91.9</td>
<td>94.1</td>
<td>94.7</td>
<td>92.9</td>
</tr>
</tbody>
</table>
School Policies

School policies are reviewed regularly. In 2013 the following policies were reviewed, updated or newly created:

- Anti-bullying
- Cyber Safety

Enrolment Policy

Every new enrolment at St Anthony’s 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 July 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.

Student Welfare Policy, Pastoral Care Policy

St Anthony’s School Pastoral Care Policy is concerned with helping students value themselves and experience well-being. Various programs are adopted by the school to support students in this. A team approach is taken when meeting the needs of individuals or groups of students.

Discipline Policy

The principles of restorative justice are embedded in the school’s Behaviour Management Policy. The school motto is “Love and Service” and these two words are regularly referred to when dealing with behaviour and discipline and are regularly communicated to all members of the school community at assemblies and in newsletters. Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the school’s need to provide a safe and caring learning environment for all.

Complaints and Grievance Policy

Parents are encouraged to communicate with the principal on any matters of concern so that these might be resolved in a supportive and conciliatory way. This is regularly communicated to the parent body through the school newsletter. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The policy is available at the front office or from the school’s website.
School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2013 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:

- integrate the role of Leader of Pedagogy into the life of the school;
- develop Professional Learning Teams to drive pedagogical practice;
- promote a whole school approach to the teaching of spelling using “Words their Way” as a guide;
- continue to work on the school Mission and Vision Statements;
- continue to provide opportunities for significant professional development for staff.

Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways:

- Students, teachers and parents are regularly reminded of the school’s commitment to these and other school values through newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. The school’s motto of “Love and Service” ensures that respect and responsibility are at the forefront of all that is done at St Anthony’s.
- During 2013 students and staff contributed generously to social justice appeals through Caritas, Minnie Vinnies, You Have a Friend and the St Vincent de Paul Christmas Appeal which supports local disadvantaged families. Students also visited a local nursing home and provided entertainment to residents.

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:

- Open forum meetings were conducted once a term to allow parents to bring forward ideas, concerns and issues for discussion.
- Informal gatherings and morning teas were held regularly.
- Students were encouraged to bring issues to the principal and assistant principal through the Student Representative Council.
- An “open door” policy exists in the school whereby all stakeholders are encouraged to communicate openly and respectfully with the school leadership.
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 2013 is presented below: