Annual School Report
2015 School Year

St Peter’s Primary School
Port Macquarie
About this report

St Peter’s Primary School 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, yearbooks and other regular communications. The Report must be available on the school's website by 30 June 2015 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) 6584 1962 or by visiting the website at www.pmacplism.catholic.edu.au
1. Messages

1.1 Principal’s Message

The primary purpose of St Peter’s Catholic Primary School Catholic 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 Peter’s Primary School 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 2015. 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 Peter’s Primary School has earned as an exemplary school. The following list provides an indication of the school’s academic achievements. In 2015 the school:

- Entered two teams in the local Da Vinci Challenge and were the inaugural winners.
- Gained Distinctions in Mathematics, Spelling and Digital Technologies in University of NSW Competitions (ICAS).
- Received outstanding results in the Year 6 Religious Education test with 10 High Distinctions, 24 Distinctions and 26 Credit Certificates from a cohort of 65 children.
- Continued to produce results at or above the national average in NAPLAN testing.

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 2015 the school:

- Participated in Remembrance Day and ANZAC ceremonies with school leaders laying wreaths.
- Supported community theatre and education programs at the Glasshouse Theatre.
- Engaged in a whole-school dance program culminating in a public performance.
- Participated in the parish Stations of the Cross and Easter ceremonies.
- Provided volunteer stations for Iron Man Australia events.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2015 the school:

- Achieved high representation in Polding teams in the sports of netball, swimming, athletics, hockey and soccer.
- Had a student selected and participate in the Pathways Sport Golf Tournament in New Zealand.
- Had two students selected to compete in the State Championship North NSW U/11’s Soccer Team.
- Had several children represent the diocese at NSW PSSA level in swimming.
- Our Senior Girls netball team won the All Schools Netball state finals.

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 Peter’s Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Tony Watts
Principal
1.2 A Parent Message

St Peter’s P&F Presidents Report - 2015

The St Peter’s Parents and Friends Association (P&F) is a small but very dedicated group of parents that meet once a month with the school Principal and Assistant Principal. The meetings are open forums with anyone from the school community able to attend and this group forms the basis of the communication link between parents and the school.

The main aims of the association are to:
- Liaise between the parents and school regarding any issues that arise.
- Provide feedback on any changes or future plans.
- Develop and foster the community spirit within the school.
- Review policies and procedures where needed.
- Work closely with teachers and staff to enhance the learning environment for our children.
- Organise social events and work closely with the Parent Assembly.

The P&F is also responsible for raising funds throughout the year for extra resources, as determined in consultation with staff at the beginning of the year. 2015 was another very successful year with the P&F raising funds through a variety of activities, including our 3 annual events, the Maytime Markets, the Golf Day and the Walk-a-thon. Other events held in 2015 included our Pool Party, an Easter raffle, Mother’s Day and Father’s Day stalls, Ironman Aid Stations, Dance Night BBQ and Movie Ticket Fundraiser.

As a result of these events, the P&F were able to provide substantial financial contributions to the school for the following resources:
- ICT requirements.
- Library resources.
- Financial assistance for sports representatives.
- Graduation gifts for the Year 6 students.
- Dance Performance expenses.
- Furniture for staff outdoor space.
- Thank you and other gifts for staff.
- General maintenance to the school grounds.
- Interactive Learning Centre (Electroboards).

Mrs Kim Goldie
President – P & F Association, St Peter’s Primary School

2. This Catholic School

2.1 The School Community

St Peter’s Primary School is located in Port Macquarie and is part of the St Agnes Parish, which serves the communities of Port Macquarie, Lake Cathie, Telegraph Point and Lord Howe Island. School families are drawn from the towns and communities of Port Macquarie, Lake Cathie and Bonny Hills.

Last year the school celebrated 22 years of Catholic education.

The parish priest, Rev Father Leo Donnelly, is involved in the life of the school.

St Peter’s Primary School 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:
- Actively engaging the parent body through Parent Proclaim initiatives.
- Actively engaging senior students in Student Proclaim activities such as Incitare and Exuro.
- Supporting parish initiatives such as the Sunday Youth Mass and Music Ministries.
- Supporting parish Sacramental programs and information evenings and workshops.
- Participating in Holy Week activities such as the Stations of the Cross re-enactment.
- Supporting programs and activities at the Parish Youth Hub.
- Contributing to and distributing Christmas hampers to families in need within the parish.

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, 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 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 Peter’s Primary School 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>TOTAL 2015</th>
<th>TOTAL 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>37</td>
<td>43</td>
<td>39</td>
<td>43</td>
<td>25</td>
<td>35</td>
<td>33</td>
<td>255</td>
<td>244</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>42</td>
<td>42</td>
<td>43</td>
<td>37</td>
<td>21</td>
<td>32</td>
<td>260</td>
<td>238</td>
</tr>
<tr>
<td>Indigenous count included in first two rows</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>3</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>LBOTE (Language background other than English) count included in first two rows</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

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 term by the principal. The school uses the attendance coding system adopted in all NSW schools. Classroom teachers follow up unexplained absences promptly. 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 the leave request.
The average student attendance rate for the school during 2015 was 94%. 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%</td>
<td>94%</td>
<td>92%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
</tr>
</tbody>
</table>

2.4 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>29</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>NIL</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>NIL</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>NIL</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed at the school.</td>
<td>18</td>
</tr>
</tbody>
</table>

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95%. This figure is provided to the school by the CSO. In 2015, another class was added as the school grows to three-stream capacity.

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.

- Students and staff respond generously to social justice appeals, including those conducted by St Vincent de Paul and Caritas.
- Senior students run an annual Caritas Appeal day.
- Awards recognising respect and responsibility were presented at our whole-school assemblies, while outstanding citizenship was recognised at the Annual Presentation Assembly for our graduating Year 6 class.
The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. 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. In 2015, the school held a special parent forum to address these and other values identified by the school community. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school’s restorative justice program.

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.

- The school participated in the Insight SRC survey tool measuring school climate enabling staff, students and parents the opportunity to express their opinions.
- Formal and informal opportunities such as P & F gatherings, newsletter surveys and information evenings were provided for parents to respond to issues and concerns.

3. 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 school continues to work towards developing a contemporary pedagogy, which underpins learning across the school. St Peter’s is developing a collaborative learning culture within the framework of a Professional Learning Community. In 2015, the school continued its implementation of the new Australian Science and Technology syllabus, the new English syllabus, a whole-school approach to Spelling, and a focus on the Mathematical pedagogy underpinning the Mathematics syllabus. Staff members were introduced to the History and Geography syllabus documents and intentions at professional development presentations and workshops.

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, 88 students presented for the tests while in Year 5 there were 56 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 Peter’s Primary School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Peter’s Primary 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

<table>
<thead>
<tr>
<th>BAND</th>
<th>6 State</th>
<th>6 School</th>
<th>5 State</th>
<th>5 School</th>
<th>4 State</th>
<th>4 School</th>
<th>3 State</th>
<th>3 School</th>
<th>2 State</th>
<th>2 School</th>
<th>1 State</th>
<th>1 School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>30.5</td>
<td>34.5</td>
<td>19.5</td>
<td>21.8</td>
<td>21.0</td>
<td>23.0</td>
<td>19.0</td>
<td>16.1</td>
<td>5.7</td>
<td>2.3</td>
<td>4.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Writing</td>
<td>15.9</td>
<td>8.1</td>
<td>38.5</td>
<td>47.7</td>
<td>23.0</td>
<td>31.4</td>
<td>16.4</td>
<td>10.5</td>
<td>4.3</td>
<td>2.3</td>
<td>1.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>27.1</td>
<td>18.6</td>
<td>20.1</td>
<td>18.6</td>
<td>20.8</td>
<td>26.7</td>
<td>18.4</td>
<td>26.7</td>
<td>9.6</td>
<td>7.0</td>
<td>4.0</td>
<td>2.3</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>32.1</td>
<td>34.9</td>
<td>20.4</td>
<td>19.8</td>
<td>23.6</td>
<td>25.6</td>
<td>12.6</td>
<td>15.1</td>
<td>7.3</td>
<td>2.3</td>
<td>4.1</td>
<td>2.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>18.8</td>
<td>11.9</td>
<td>19.3</td>
<td>29.8</td>
<td>23.8</td>
<td>25.0</td>
<td>21.1</td>
<td>20.2</td>
<td>12.6</td>
<td>10.7</td>
<td>4.4</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8

<table>
<thead>
<tr>
<th>BAND</th>
<th>8 State</th>
<th>8 School</th>
<th>7 State</th>
<th>7 School</th>
<th>6 State</th>
<th>6 School</th>
<th>5 State</th>
<th>5 School</th>
<th>4 State</th>
<th>4 School</th>
<th>3 State</th>
<th>3 School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>17.5</td>
<td>13.0</td>
<td>20.5</td>
<td>25.9</td>
<td>21.8</td>
<td>24.1</td>
<td>20.7</td>
<td>22.2</td>
<td>15.0</td>
<td>11.1</td>
<td>4.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Writing</td>
<td>6.2</td>
<td>3.8</td>
<td>15.2</td>
<td>18.9</td>
<td>31.5</td>
<td>37.7</td>
<td>32.6</td>
<td>37.7</td>
<td>8.7</td>
<td>0.0</td>
<td>5.8</td>
<td>1.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>12.9</td>
<td>5.7</td>
<td>27.0</td>
<td>20.8</td>
<td>25.2</td>
<td>34.0</td>
<td>20.0</td>
<td>30.2</td>
<td>10.4</td>
<td>9.4</td>
<td>4.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>18.1</td>
<td>5.7</td>
<td>20.6</td>
<td>30.2</td>
<td>21.5</td>
<td>26.4</td>
<td>22.5</td>
<td>24.5</td>
<td>10.7</td>
<td>9.4</td>
<td>6.6</td>
<td>3.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.1</td>
<td>3.8</td>
<td>16.6</td>
<td>9.4</td>
<td>25.6</td>
<td>30.2</td>
<td>25.3</td>
<td>35.8</td>
<td>15.3</td>
<td>18.9</td>
<td>3.0</td>
<td>1.9</td>
</tr>
</tbody>
</table>

As can be seen from the Year 3 table, St Peter’s students have achieved above State percentages in the top band (Band 6) in Reading and Grammar and Punctuation, and performed well compared to the State across the top 3 bands in all areas, while percentages in the bottom 2 bands remain low. This is largely due to effectiveness of the differentiation strategies within the cohort setting and the school’s targeted intervention programs.

Examination of the Year 5 table shows the school underperformed compared to the State in Band 8 across all areas, but had similar percentages across the top 3 bands, while percentages in the lower bands remain small. The low percentage of students achieving below National Minimum standards has followed previous years’ achievements and is indicative of the focus placed on individualized student learning programs and intervention strategies adopted by the school.
### 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 inservices, meetings and conferences.

Whole staff development day professional learning activities in 2015 were:

<table>
<thead>
<tr>
<th>Staff Professional Learning Activity</th>
<th>Date</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Curriculum - Mathematics</td>
<td>2 March 2015</td>
<td>Anita Chinn</td>
</tr>
<tr>
<td>Parish School Spiritual Retreat</td>
<td>20 April 2015</td>
<td>School Leadership Team</td>
</tr>
<tr>
<td>Australian Curriculum – Geography</td>
<td>17 August 2015</td>
<td>School Leadership Team</td>
</tr>
<tr>
<td>Australian Curriculum - History</td>
<td>6 October 2015</td>
<td>School Leadership Team</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Staff numbers</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawker Brownlow Professional Learning Solutions –Transforming Schools</td>
<td>2</td>
<td>Various</td>
</tr>
<tr>
<td>Hawker Brownlow Professional Learning Solutions –Response to Intervention</td>
<td>2</td>
<td>Chris Weber</td>
</tr>
<tr>
<td>Just Right Kids Workshop</td>
<td>1</td>
<td>Deb Hopper</td>
</tr>
<tr>
<td>Teacher Led Professional Learning Community</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Lane Clark 2 day Growth Mindset Workshop</td>
<td>3</td>
<td>Lane Clark</td>
</tr>
</tbody>
</table>

The professional learning expenditure has been calculated at $7390 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. 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 2015.

<table>
<thead>
<tr>
<th>Policy name</th>
<th>Status in 2015 (No change, new policy, changes made)</th>
<th>Access this policy at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance Policy</td>
<td>Replaces Maintenance Plan 2015</td>
<td>Web page and office</td>
</tr>
<tr>
<td>Child Protection Policy</td>
<td>No change</td>
<td>Handbook and web page</td>
</tr>
<tr>
<td>Homework Policy</td>
<td>No change</td>
<td>Web page</td>
</tr>
<tr>
<td>Grievance Policy</td>
<td>No change</td>
<td>Web page</td>
</tr>
<tr>
<td>Anti-Bullying Policy</td>
<td>No change</td>
<td>Web page</td>
</tr>
<tr>
<td>Medication Policy</td>
<td>No change</td>
<td>Web page</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>Changes made</td>
<td>Web page</td>
</tr>
<tr>
<td>School Fees Policy</td>
<td>No change</td>
<td>Handbook</td>
</tr>
<tr>
<td>Sun Protection Policy</td>
<td>No change</td>
<td>Web page</td>
</tr>
<tr>
<td>Suspension &amp; Expulsion policy</td>
<td>No change</td>
<td>Web page</td>
</tr>
<tr>
<td>Visitors policy</td>
<td>No change</td>
<td>Web page</td>
</tr>
<tr>
<td>Student Retention policy</td>
<td>No change</td>
<td>Handbook</td>
</tr>
<tr>
<td>Uniform Policy</td>
<td>No change</td>
<td>Handbook</td>
</tr>
</tbody>
</table>
4.2 Enrolment Policy

Every new enrolment at St Peter’s 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 Student Welfare Policy, Pastoral Care Policy

The St Peter’s Primary School Pastoral Care Policy is concerned with the fostering of students’ self-discipline. It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. It sets out to help students recognise that their fundamental freedoms and rights are balanced by responsibilities.

4.4 Discipline Policy

St Peter’s Primary School does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student’s prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. 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.
5. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2015 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 Faith and Culture**
Provide opportunities for the New Evangelisation and Proclaim initiatives to support student faith in action, including support for Parent Proclaim, Youth Mass and Music ministries, student reflection days and staff spiritual retreats
Connect with Parish through co-building a liturgical calendar and monthly Mass and liturgy schedule
Develop and articulate school-wide targets for Religious Education

**Teaching and Learning**
Write a Vision for Teaching and Learning at St Peter’s
Build a leadership team united, committed to and explicit about improving learning outcomes for all students

**Organisation and Administration**
Foster and strengthen professional and personal relationships with and between staff members
Establish and drive a strong School Improvement agenda

**Relationships**
Build and maintain a learning environment that is safe, respectful, tolerant, inclusive, and that promotes intellectual rigour

6. 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 2015 is presented below:
2015 EXPENSE - St Peter's Primary School
PORT MACQUARIE

Salaries & related 72.1%
Capital 9.2%
Other 18.7%