

# Annual School Report

## 2018 School Year

### St Mary's Catholic College, Casino



**ST MARY'S**  
CATHOLIC COLLEGE  
CASINO



Canterbury Street

Casino NSW 2470

Phone 02 6662 2255

[www.cashlism.catholic.edu.au](http://www.cashlism.catholic.edu.au)

## About this report

St Mary's Catholic College, Casino 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 and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). 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, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 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 6662 2255 or by visiting the website at [www.cashlism.catholic.edu.au](http://www.cashlism.catholic.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of St Mary's Catholic College, Casino 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 Mary's Catholic College, Casino 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 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Mary's Catholic College, Casino has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Fully embedded the new model of compressed HSC curriculum where students study half of their HSC subjects to completion in the first year of their Senior studies and then complete their final subjects in the subsequent year.
- Achieved a 100% success rate in offers of University Early Entry for Year 12 students who made application.
- Maintained 'above State average' results in the following subjects: Biology, English (Standard), Mathematics, Mathematics (General), Mathematics Extension 1, PDHPE and Software Development and Design.
- Showed above expected growth in Year 9 NAPLAN Numeracy, Grammar and Punctuation results.

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 2018 the school:

- Again partnered with Casino Rotary and Richmond Valley Council to provide a Breakfast Club for students at Casino West Public School.
- Took a leading role in community celebrations such as ANZAC Day, Beef Week, Primex and other community events.
- Participated in Agricultural Shows with the 'Bovine Appreciation Group' showing and judging cattle.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- Students competed in Diocesan and Combined Catholic Colleges (CCC) competitions in a variety of sports.
- The College's Senior Netball and Rugby League teams competed in the Queensland Independent Secondary Schools Confraternity Shield Competitions.



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 Mary's Catholic College, Casino is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Aaron Beach  
Principal

## 1.2 A Parent Message

St Mary's Parents & Friends Association is proud to support both St Mary's Primary School and St Mary's Catholic College. The P&F is a vital part of the schools, raising funds for much needed resources that may otherwise not be achieved through the school budget. We come together once a month with the school principals to have a conversation about what is happening within our schools and find out how we can continue to contribute positively to the school community. Parents and friends of all St Mary's students are welcome to attend.

We are fortunate at St Mary's in having a dedicated P&F fundraising committee who, in 2018, held events such as: Krispy Crème donut drive, school fees raffle, Primex Field Days, St Mary's Cup race day and the Melbourne Cup sweep. In addition to contributing funds to resources, we have continued to honour our annual commitments such as Student of the Month badges, Year 6 and Year 12 graduations and end of term celebrations and awards.

Some of the biggest days on our fundraising calendar include volunteering at the Primex Field Days in June. This year, we invited Casino Men's Shed to come on board with us to help out with ticket sales, car park coordination and parcel collection and delivery. It is a huge job to manage the number of volunteers required to cover all of the shifts over three days and I would like to thank our fundraising coordinator, Alison Sharpe and treasurer, Paul Bengtson for pulling it all together in 2018.

St Mary's Cup Race Day in October was once again a highly successful and enjoyable fundraiser. Race Day is so much fun and a fantastic way to bring our school community together with the broader Casino community. Again thanks to Alison, Stephanie Ball and the committee for ensuring that this was another excellent event for us this year.

I wish to thank the principals, John O'Brien & Aaron Beach, and your staff, for the continued support of our endeavours as a committee. You both give freely of your time to prepare and come along to our meetings and participate in our fundraising activities.

Thank you also to everyone who buys tickets, comes to our events or volunteers to help us out. St Mary's is a wonderful community to be a part of and it is privilege to experience this as both a parent and P&F president.

Ms Patrice Ramsay  
President  
P & F Association



## 2.0 This Catholic School

### 2.1 The School Community

St Mary's Catholic College, Casino is part of the St Mary's Parish which serves the communities of Casino, Mallangane, Tabulam and Bonalbo, from which the school families are drawn.

Last year the school celebrated 134 years of Catholic education.

The parish priest Fr Peter Slack EV is involved in the life of the school.

St Mary's Catholic College, Casino 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:

- Annual liturgical celebrations including the Opening Mass, the Catholic Schools Week Liturgy (combined with St Mary's Primary), and our Year 12 Graduation.
- Service activities in keeping with the College motto "Reach Out" such as SVDP and the annual Christmas hamper drive.
- The annual 'Street Retreat' for Year 11 students and 'Ignite' Conference, both held in Brisbane.
- Parish festival masses, which are held once a term in Casino. The festival masses are a celebration of the whole Casino parish and it is the only mass celebrated. All outlying communities come together for one celebration.

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 Religious education being taught formally in each year group each week. Catholic Worldview permeation is ongoing in every KLA, as per the CSO guidelines. 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 continue to integrate the essence of this statement into all aspects of school life. Religious education is given priority in our school and classroom curriculum planning.

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

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 Mary's Catholic College, Casino caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL 2018	TOTAL 2017
<b>Male</b>	37	53	43	35	18	13	199	198
<b>Female</b>	41	29	27	35	24	22	178	179
<b>Indigenous</b> <i>count included in first two rows</i>	4	1	2	4	1	1	13	
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	1	0	0	1	0	0	2	6

## 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 or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the Principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
<b>Average Student Attendance rates</b>	93.6%	90.3%	89.6%	90.4%	93.9%	92.8%	91.8%

## 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	5
2. Those teachers at the NESAs Teacher Accreditation Proficient level.	32
3. Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESAs Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	12
6. Number of staff identifying as Indigenous employed at the school.	0
7. Total number of non-teaching staff employed at the school.	23

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.46%. This figure is provided to the school by the CSO.

Leader of Student Welfare was introduced as a 2 point Coordinator in 2018.

## 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:

- During 2018 students were involved in a range of outreach activities, including fortnightly visits to the local nursing home where students spent time entertaining and speaking with the elderly residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas.
- 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.
- The role of Leader of student welfare was introduced and was involved in the promotion of our Anti-bullying policy and other welfare days such as Bullying - No Way Day to help embed respect and responsibility into the College culture.

## **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 2018, the College again participated in the Diocese of Lismore School Improvement Surveys (DOLSIS) development process supervised and supported by the Catholic Schools Office. DOLSIS offers the College the opportunity to review all aspects of school life. Staff, parent and student surveys were conducted to gauge the opinion of all members of the school community to inform relevant change leading to school improvement targets being met.

Various presentations were organised for parents at specifically convened information meetings, or as part of P&F meetings, on topics such as the Levelled Literacy Intervention Program and Safe on Social Media. There were also meetings with the Parent Assembly on occasion which helped give the College some insight into the needs of parents at our College.

Less formal events such as the Year 7 Parent/Student/Teacher afternoon BBQ gave staff a chance to mingle with new parents and to start to make connections with these parents. Homeroom teachers also made contact with parents of new students to the College via a telephone call to ensure they were settling in and to discuss any issues that the parents or students may have had.

## **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 (NESA) syllabuses for Secondary Education. Students study NESA mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 21 Higher School Certificate (HSC) courses and 1 extension course.

The parish secondary school's curriculum includes the following features:

- The Homework Centre is housed in the College Library and has been well utilised in 2018. The students who attend have access to a wide range of learning resources including computers with access to the internet. Staff supervise the centre which runs from 3.15pm to 5.00pm on Monday to Thursday afternoons. Mathematics tutorials are run in the homework centre on Monday and Thursday afternoons from 3.15pm to 4.00pm.
- The College has a school-wide approach to the implementation of the Google Suite and embedding the use of technology in all KLA's. Google Classroom has proved to be an invaluable learning management tool for both students and teachers.
- The role of the Literacy and Numeracy Coordinator has been part of the Leader of Pedagogy's role in 2018. The College has had a focus on writing skills in all KLA's in 2018 and the data from NAPLAN and Minimum Standards has shown growth in this area. This will be a continued area of focus for 2019.
- The College has embraced differentiation within the classroom context in 2018. This push has allowed for small group withdrawal for both enrichment and support. Teachers have worked with our Additional Needs Officer to support and cater for the needs of our students whom have been identified as needing some form of intervention and/or differentiation in 2018.



The school continues to work towards developing 21C pedagogy. This pedagogy has underpinned learning across the school. The College has had a focus on differentiation and writing across the curriculum.

The College has also had a focus on assessment to ensure alignment with both NESA requirements and pedagogical paradigms of best practice.

The parish secondary school offers a strong co-curricular program which includes student participation in:

- Spiritual formation in the form of retreat experiences for all year levels. This includes local retreats at a College level, as well as Diocesan based events such as SHINE, LEAD, Transitus etc.
- Social justice groups such as SVDP group which has led to students volunteering to help out on weekends in the shop, and participation in the winter sleep-out. Street Retreat for our Year 11 students was an eye-opening experience.
- This was the first year that our Solomon Islands immersion was run. 11 students went to the Tomboko school and Parish and helped out with repair and maintenance of the school, ICT training for the teachers and forged connections with the local parish community.
- Sport remains one of the features of our College calendar. We had Diocesan representation across the full sporting arena. The Senior Rugby League team also participated in the Confraternity Cup in QLD and were the only NSW team in the competition. The Senior Netball team came 16th out of over 100 schools in the same competition.
- Unique to St Mary's Catholic College (SMCC) is our participation in equine events including musters and showing. There was also SMCC representation at various agricultural shows and events throughout 2018.
- The SMCC STEM Club again participated in the Australasian Youth Rocketry Championships in QLD. We were placed 2nd and 4th out of all the schools (Australian wide) that participated.
- A Year 9 Class won the Online STEM award through Education Perfect for their entry into the Future Sustainability Challenge.

## **3.2 Student Performance in National Testing Programs**

### **3.2.1 NAPLAN**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 77 students presented for the tests while in Year 9 there were 70 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 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. From 2020 all Year 12 students must reach a minimum standard of literacy and numeracy to receive the HSC. Students can demonstrate they have met the minimum standard by completing online tests in Reading, Writing and Numeracy from Year 10 until a few years after Year 12.



At St Mary's Catholic College, Casino, 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 Data Analysis workshops.

The following data indicates the percentage of St Mary's Catholic College, Casino students in each band compared to the State percentage.

**Year 7 NAPLAN Results in Literacy and Numeracy**  
**Percentage of students in Bands 4 to 9**

BAND	9		8		7		6		5		4	
	State	School										
<b>Reading</b>	11.8	1.3	18.9	13.0	27.2	29.9	24.6	32.5	12.0	14.3	4.6	9.1
<b>Writing</b>	3.7	1.3	14.9	7.8	20.7	14.3	27.2	32.5	22.9	29.9	6.3	10.4
<b>Spelling</b>	12.7	3.9	23.0	11.7	25.9	27.3	22.2	26.0	9.5	19.5	5.7	11.7
<b>Grammar and Punctuation</b>	14.8	2.3	15.4	13.0	26.5	27.3	22.1	22.1	14.0	27.3	5.9	7.8
<b>Numeracy</b>	13.5	5.3	17.7	9.2	28.7	27.6	25.3	36.8	11.7	19.7	2.2	1.3

**Year 9 NAPLAN Results in Literacy and Numeracy  
Percentage of students in Bands 5 to 10**

BAND	10		9		8		7		6		5	
	State	School										
<b>Reading</b>	8.2	4.3	16.6	10.0	30.1	25.7	25.6	28.6	14.2	22.9	5.2	8.6
<b>Writing</b>	5.3	0.0	12.8	5.7	30.0	14.3	36.0	27.1	9.3	27.1	6.5	18.6
<b>Spelling</b>	17.4	1.4	20.8	8.6	29.5	31.4	19.3	28.6	8.1	15.7	5.0	14.3
<b>Grammar and Punctuation</b>	21.8	2.9	14.4	18.6	25.7	24.3	16.0	15.7	15.6	28.6	6.4	10.0
<b>Numeracy</b>	13.4	5.7	19.1	15.7	29.3	28.6	23.6	31.4	11.6	15.7	3.0	2.9

Further analysis of the NAPLAN data shows sustained growth in numeracy in Year 9 and is much higher than the state. There was also a higher than expected growth in grammar and punctuation in Year 9. The College believes that this could be due to increased student interaction in the "Education Perfect" platform as well as the engagement of all Year 7 and 9 classes with online NAPLAN literacy skills and programs. The College has also implemented the Levelled Literacy Intervention program as support for students in Year 7, and as support and extension for Year 9 students.

### 3.2.2 Higher School Certificate

The results of the school's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

#### Higher School Certificate: Percentage of students in Bands 4, 5, 6

	2016		2017		2018	
	School	State	School	State	School	State
<b>Studies of Religion 1</b>	41%	76%	38%	81%	46%	71%
<b>English Standard</b>	47%	50%	43%	54%	76%	50%
<b>English Advanced</b>	100%	91%	100%	91%	N/A	91%
<b>General Mathematics</b>	53%	52%	18%	50%	71%	53%
<b>Mathematics</b>	73%	77%	N/A	74%	99%	78%



2018 saw the Compressed Curriculum embedded into the school (running for the 3rd year). The overall trend in the De Courcy HSC analysis is one of strong growth in 2018. This is due to many reasons including: sound and varied teaching practices within the Compressed Curriculum model, considerable follow-up and feedback, Post Preliminary exam interviews for Year 12 cohort based on RAP data from HSC subjects completed in previous year.

Software, Design and Development must also be highlighted as a success in 2018. the De Courcy analysis showed considerable growth in Achieved over Typical. The success may be due to use of Assessment for Learning strategies, following up on non-compliance and giving timely and focused feedback.

### 3.2.3 Senior Secondary School Outcomes

The table below sets out the percentage of students undertaking vocational education training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualification).

Senior Secondary Outcomes

<b>Senior Secondary Outcomes Year 12, 2018</b>	% of students undertaking vocational training or training in a trade during the senior years of schooling.	53%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

All students who applied for early entry into university were successful.

### 3.2.4 Post School Destinations

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories shown.

<b>Destination Data Year 12, 2018 Graduating Class</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
	46%	9%	43%	2%

## 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 2018 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Growth Mindset	19/09/2018	Dan Haesler
Positive Behaviour Management	15/10/2018	Bill Rogers
COI	30/04/2018	Dana Barnsley
Staff Spirituality Day	29/03/2018	Fr Peter Slack
Welfare Day	23/07/2018	Tracy Robinson

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

<b>Activity</b>	<b>Staff numbers</b>	<b>Presenter</b>
TA Behaviour Observations	2	CSO
Drama Workshop	1	Bell Shakespeare Co.
Mentor Training	2	CSO
DeCourcy Data Analysis	2	CSO
Student Support Services	1	CSO
LOP Network Meeting	1	CSO
Graduate Teacher PD	3	CSO
Legal Studies PD	1	CSO
Additional Needs Teachers	2	CSO
Crossing Cultures	1	CSO
Future Focused Learning STEM Conference	1	Cessnock Community of Great Public Schools
Food Technology PD	2	TAFE
Post-School Pathways	1	SCU
Business Studies Exam Preparation PD	1	NSW HSIE Association
Visual Arts Marking Experience	1	NESA
Technology Mandatory	4	CSO
VET Cert 4	2	TAFE
HSC Trial Marking	1	RE Teachers
GTA Regional Conference	1	HSIE Teachers Association
S6 Extension Mathematics Writing Day	3	CSO
Indigenous Workers Training	2	CSO
General Mathematics Network	2	CSO
SCOUT Training	3	CSO
Library Network Meeting	1	CSO
Suicide Post-vention	4	CSO
7-10 Language Collaboration	2	CSO
K-10 Language Planning	1	DOE
Porta Fidei	2	CSO



Digital Inclusion for All	1	CSO
S&S Art	1	Grafton Gallery
LS Cluster Meeting	2	CSO
Tech Mandatory - Textiles	1	TAFE
Investigating Science Programming	1	STANSW
Future of Work	1	Careers Association
VET PI Upgrade	1	CSO
VA Network	1	CSO
Digital Technologies	2	CSO

The professional learning expenditure has been calculated at \$7963 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 Enrolment Policy**

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Mary's Catholic College, Casino 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. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [College website](#).

##### **4.2 Pastoral Care Policy**

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

### 4.3 Discipline Policy

The 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. Relevant sections of the policy are also published in the student diary.

### 4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

### 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 College's website.

### 5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"><li>- Embed the Mercy Charism in SMCC.</li><li>- Permeation of Catholic Worldview into a minimum of four programs in each KLA.</li></ul>	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"><li>- Continue to foster the Mercy Charism at SMCC.</li><li>- Permeation of Catholic Worldview into a minimum of four programs in each KLA.</li><li>- Pedagogy which engages the 'head, hearts and hands' within Stage 4 and 5.</li></ul>
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"><li>- All staff attended the Dan Haesler Growth Mindset PD organised and run by the Parent Assembly.</li><li>- LOL's engage in Collaborative Common Assessment PD which is then embedded in learning and teaching programs.</li></ul>	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"><li>- Engage new parents to SMCC with a Technology for Parents Information night.</li><li>- Continue work with SMPS in the Learning Gains Program</li></ul>



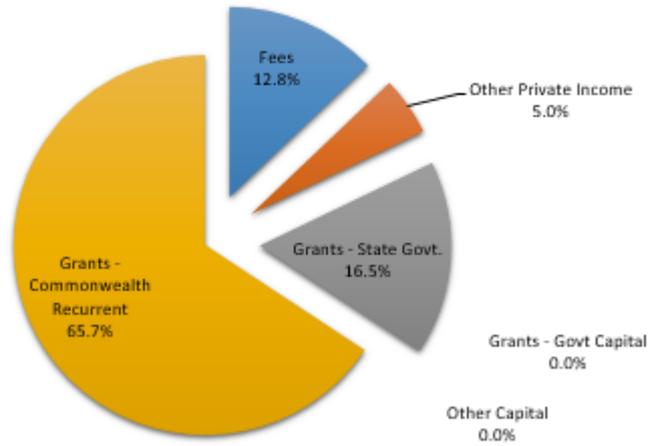
<ul style="list-style-type: none"> <li>- Work with SMPS in the Learning Gains Program</li> <li>- Careers program developed and delivered to Year 10 students.</li> </ul>	
<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>- Differentiated curriculum is planned and programmed across KLA's.</li> <li>- Growth Mindset focus and increased expectations for 21C work readiness.</li> <li>- Literacy focus on writing - includes audience, text structure, and ideas.</li> <li>- Numeracy focus on the transition from Stage 3.</li> </ul>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>- Strengthen student writing skills.</li> <li>- Collaboration between staff members to increase professional learning across a range of high yield strategies.</li> <li>- Transition of students from Stage 3 into Stage 4 with a focus on numeracy.</li> </ul>
<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>- Informal presence of staff and student leaders on the playground.</li> <li>- Service opportunities developed and strengthened between community organisations and SMCC staff and students.</li> <li>- In-servicing of staff and senior students in Teen Mental Health First Aid.</li> </ul>	<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>- Collaboration between staff and students to unpack and maintain the College values of 'Respectful, Responsible and Ready'.</li> <li>- Participation in cultural, community and service activities in the surrounding community.</li> <li>- Engagement of community and student voice.</li> </ul>

## 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 2018 is presented below:

### 2018 INCOME - St Mary's Catholic College CASINO



### 2018 EXPENSE - St Mary's Catholic College CASINO

