

2017 Annual School Report to the Community

Cathedral Primary School Bathurst

98 George Street, Bathurst 2795
cathedral@bth.catholic.edu.au

(02)63311845

Principal Mr Patrick Allen



Principal's Message

Dear Parents,

In my role of Principal at Cathedral School, I value being responsible for the religious and educational leadership of the school as well as its overall direction in order to provide for the effective care and education of the students. I have valued working in collaboration with all members of the Cathedral School community this year. Our practice is one of reflecting on current achievements and collaboratively discerning a way to meet current needs and planning further developments.

As a community we believe that the foundation of our ministry is the Gospel values lived and taught by Jesus Christ. In our ministry we will continue to promote quality teaching and learning under the Model of Christ Centred Learning, which fosters the participation and collaboration of all members. A very valued part of this process is the working in partnership with parents in the education of their children.

Please make the most of this report that, I hope, will better inform you about the strengths of our school as well as the directions we are planning to take.

Patrick Allen, Principal

Parish Priest's Message

The nurturing of the spiritual dimension of students' lives is woven into the daily life of our school. The values of kindness, fairness, compassion, and justice are witnessed by all members of the school community. The ongoing struggle for all of us is to be consistent in our living of these values. While we learn a lot about God, revealed by Jesus, the challenge is to apply this in our relationships and in the places we live and interact with one another.

It has been a great year at the Cathedral School, thanks to the wonderful staff and children. I hope every one has a refreshing break, ready for the new school year.

Fr Owen Gibbons

Parent Body Message

The Parents and Friends Association is a very important part of our school. We gather the first Wednesday of every month to organise activities that help to build the community of Cathedral School. Thank you to everyone for another very successful school year!

All of the planned activities, made a great contribution to the life of the school. Not only do these events help raise money for our children they also provide positive social interaction within our school community. This year the P and F made a significant contribution towards many school projects and we look forward to our coming projects. The Principal and his leadership team continued to provide the children with a wide range of opportunities both within and outside of the classroom.

I would like to acknowledge our wonderful teaching staff for all the work they do for our children and for the care and guidance they give our children. The strong partnership the staff has with the school community and their support of the P and F is very much appreciated.

Mrs Anna Lewis (P and F President)

Student Body Message

From the Student Leaders

The leadership opportunities this year have been amazing and have made us all more responsible in all we do, at school, at home and in the community. I think after this year we have all learnt so much about leadership and now have many more qualities to use in the future.

Cathedral School has provided amazing opportunities for the students this year. We have learnt many things in many different subject areas. But also we have learnt how to be kind and caring to others and I think that we will definitely carry all of this knowledge and qualities into our teenage and adult life. It has been such an honour this year to represent Cathedral School as School Captains.

So a massive thank you to Cathedral School and all the amazing staff and students of Cathedral school.

SECTION TWO: SCHOOL FEATURES

Cathedral Primary School is a Catholic systemic Co-Educational School located in Bathurst.

Catholic Heritage

Cathedral Catholic Primary School was opened in 1842 by the Sisters of Mercy. The school has a strong tradition of parent support and involvement. This assistance over the years has enabled the school to offer a quality education, academically, materially and spiritually.

The school has 17 class teachers, 2 learning support teachers, two music teachers, a librarian and seven teacher assistants. Thanks largely to the support of the parents over many years, the school is very well equipped in terms of teaching aids and resources.

The school has an excellent reputation in the wider community. Cathedral School offers students a rich, relevant and varied curriculum, a dedicated staff, a nurturing environment and an authentic Catholic community.

The Parish Community

The Cathedral School is an important part of the parish faith community. The Church continues to urge that Catholic schools are maintained and developed. They are of fundamental value and importance in assisting and complementing parents in the exercise of their educational rights and responsibilities.

In this education of the faith, the school remains a partner, joining with the home and the parish in the growth and development of religious education. We maintain a close relationship with the Parish.

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
192	187	10	379

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office. CEDB Enrolment Policy is available from the CEDB website: www.bth.catholic.edu.au.

Student Attendance Rates

The average student attendance rate for 2017 was 92.14%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.38%
Year 1	91.56%
Year 2	90.88%
Year 3	92.16%
Year 4	93.02%
Year 5	92.52%
Year 6	91.45%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
24	12	36

* This number includes 15 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	2%
--	----

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by Catholic Education Diocese of Bathurst. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Professional Practice and Development
Term 2	Cooperative Planning and Teaching / Guided Inquiry
Term 3	Staff Retreat - Reflections on the Ministry of Pope Francis
Term 4	Effective Planning of Literacy Blocks / Scope and Sequencing of Reading Skills

The ongoing professional development of staff members is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by Catholic Education Diocese of Bathurst. The School takes responsibility for planning, implementing, evaluating and tracking of staff professional learning and individual staff members take responsibility for their professional learning. All professional learning is directed towards the aims of our Annual School Improvement Plan.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	24
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

School Crest

During 2017 we continued our ongoing programme to look at ways to recognise and celebrate the history of our school and the various religious groups that contributed to its growth over many decades. During 2016 special days were nominated for each of our four House Patrons and a Liturgy was created to celebrate the life of that person and to develop a deeper understanding in the school community of the life of the particular House Patron (MacKillop, McAuley, Quinn and Delany) and the way they had contributed towards the development of our school as a Catholic Primary School.

Liturgical Life

Celebration of prayer and liturgy is integral to daily life at the school. Prayer commences our whole school gatherings. Staff organise staff prayer on a rotational basis. Parents are made aware of various aspects of Catholic Life and Mission through the weekly newsletter. Parents are always welcome at Masses, Liturgies and classroom prayer celebrations. The Dean of the Cathedral and School Chaplain worked with staff in the preparation of Liturgies and Masses. The school year commenced with a Mass that was followed by the presentation of badges to the school leaders.

School Liturgies – The students participate in Liturgies prior to the Sacraments of Penance, Eucharist and Confirmation. During Lent and Advent the School community gather together to pray and reflect on the significance of these seasons within the Church. Other important celebrations were Ash Wednesday, the Feast of St Patrick, the Feast of St Joseph, Mission Week and Remembrance Day. On the Feast of Our Lady of Mercy we celebrated with the Sisters of Mercy and acknowledged the Mercy tradition of our school.

Class Liturgies – Each grade prepared and celebrated ‘Liturgies of the Word’ during Terms One, Two, Three and Four according to class RE themes and the Liturgical calendar of the Church.

Assemblies – The school assembles each Monday morning in the School Hall to begin the new week. At each of these assemblies a Liturgy is celebrated based on the Church Year.

Staff and Student Formation

Commissioning Mass – Staff from Cathedral School gathered to ask God’s blessing on the new year school year. Reflection Days are held for students receiving the Sacraments of Penance, Holy Communion and Confirmation. The day of reflection allows for the various threads of the different themes studied during the preparation time, to be drawn together prior to the reception of the Sacrament. Year Five were also involved in a Leadership Day which was the culmination of the Term Four focus on Leadership. This focus was to assist these students in assuming leadership roles in 2018.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	30.90

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the NESA 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, the school implements the curriculum requirements of Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Cathedral School provides an educational program based on, and taught in accordance with the NESA 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, the school implements the curriculum requirements of the Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel.

Cathedral school staff are committed to continuous improvement of teaching and learning in all facets of the school curriculum. Staff of Cathedral School were engaged in many Professional Learning activities during 2017 to consolidate the implementation of the NESA syllabus and to enhance our teaching of Literacy and Numeracy in particular.

Learning Support - The Learning Support Programme, coordinated by the Learning Support Teachers and Teacher Assistants, aimed to address the specific needs of students who present with additional learning needs.

As well as two Kindergarten Teacher Assistants, five additional Teacher Assistants contribute to the learning of students in Kindergarten to Year Six.

Cathedral School is well supported by CEDB in its provision of assistance in the Learning Support programme. Speech, psychometric and OT assessments are accessed through the CEDB. Learning and behavioural support is also provided through the CEDB.

Cathedral School was also pleased to have access to a psychologist from Centacare to assist with various aspects of learning support for two days per week during 2018.

The school's assessment policy ensures that consistent, meaningful assessment structures are in place to allow each student to demonstrate his/her learning in all areas of the school curriculum. This information on student achievement sets the direction for ongoing teaching and learning. Formative Assessment has been a significant focus for teachers in 2017.

The reporting procedures include written reports (mid-year and end-of-year) and parent/teacher interviews. Additional parent meetings are accommodated on request. Student achievement in literacy skills is tracked across the school through the DIBELS assessment programme (Dynamic Indicators of Basic Early Literacy Skills) and the PAT achievement assessments. School and class literacy and numeracy programmes are tailored according to this tracking.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation.

Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	66.00%	55.50%	14.90%	10.50%
	Reading	65.20%	51.60%	6.50%	10.00%
	Writing	51.10%	44.60%	2.10%	7.50%
	Spelling	34.00%	45.60%	12.80%	13.10%
	Numeracy	53.10%	39.80%	6.10%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	36.80%	34.40%	19.30%	17.50%
	Reading	45.60%	37.00%	12.30%	14.60%
	Writing	22.80%	15.80%	7.00%	19.40%
	Spelling	40.40%	34.30%	12.30%	14.10%
	Numeracy	38.60%	27.90%	5.30%	14.60%

Student Welfare Policy

On enrolment parents enter into a highly valued partnership with the school staff.

This partnership is based on shared responsibility and mutual respect. The partnership should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious. This partnership should lead to the understanding that the student needs to develop a responsibility for his or her own behaviour.

Parents and teachers want the very best for all children, to be successful and happy, and to feel secure in all aspects of their lives. During their school years, the home and school occupy the greatest part of their time and carry the greatest influence on their development into adulthood. Obviously, the more harmony there is between home and school, the greater will be the chances of achievement and improved self esteem.

The best possible outcomes from all children's education are very much enhanced by a strong partnership between parents, teachers and students.

Positive reinforcement has continued to be incorporated into a series of classroom and school reward systems. Whole school assembly awards are given acknowledging positive behaviour achievements.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

Discipline Policy

A number of principles and beliefs guide the effective management of student behaviour.

1. School communities must equip students to make the best possible choices.
2. Consequences for behaviour are non-violent. Non-violent consequences are responses that do not involve any form of physical punishment, emotional hurt or verbal harassment.
3. All individuals are valued and treated with respect.
4. Individuals should accept responsibility for their own behaviour. Cathedral School recognises that the acceptance of responsibility for behaviour is developmental and is dependent on students having opportunities to discuss and practise appropriate behaviour.
5. All behaviour has consequences that affect future opportunities. Responsible behaviour increases the student's range of future opportunities.

A partnership is necessary between staff, students and their families if a safe, caring, orderly and productive school community is to be created and if responsible student behaviour is to be developed. A whole school community approach to the management of student behaviour will provide a consistent environment in which students can learn to take responsibility for their own behaviour.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

Throughout 2017 class teachers endeavoured to work with the students in their classes to develop respect for each other, their school and the wider community. There has been a particular focus on bullying where every class teacher presented specific lessons on bullying. The whole school participated in an anti-bullying programme.

The Restorative Justice approach to discipline assists the students in focusing on their individual actions and their effects on others. Children are

encouraged to accept responsibility for their actions and to remedy inappropriate situations that they have created.

Year Six leaders and other students are invited to participate in the Bathurst ANZAC Day March and many other community events.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

Key Improvements Achieved in 2017

- Continued to explore the charisms of the different religious orders that helped shape Cathedral School. Continue to develop special recognition for Delany, MacKillop, McAuley and Quinn.
- Completed a Scope and Sequence of Essential Learnings and Assessment Criteria for students from Kindergarten to Year Six in Mathematics that reflects the NESA curriculum documents and ideal student progression in their learning.
- Professional Learning Community - The PLC co-ordination team promoted and increased achievement by students in Mathematics and Reading. PLC Facilitators, on behalf of the Cathedral staff summarised the work of the school in the presentation called Transforming Instruction to Enhance Learning Through Expertise and Collaboration, which was delivered to the Diocesan Education Conference. As a result of this work there was seen a fundamental shift from a focus on teaching to a focus on learning. This work has been shaped by whole school ownership of success with collaborative teams building shared knowledge regarding essential curriculum and approaches to enhancing the learning of ALL students.
- Further resourced IT hardware and introduced Robotics to Primary classes.

Priority Key Improvements for 2018

In 2018, we aim to further develop the school as a Professional Learning Community that emphasises innovation and renewal by building high levels of professional trust and collective capacity in order to have impact on teacher practice and student achievement. We will use collaborative processes as the lever for cultural and structural change continuing to transform instruction with the goal of enhancing learning for ALL students. Key to this process will be additional tiered support for literacy and numeracy to support differentiated group work as well as Tier 3 support to work with students who fail to reach benchmark. This will be supported by the introduction of a researched-based phonics programme, sequenced from Kindergarten to Year Six.

Linking professional learning to the PP and D process will enhance the structures that are already in place and continue to provide a school-wide language and foundation for the professional learning teams to flourish. Providing time for ongoing reflection, professional learning and feedback will support the school to continue to move forward in a systematic way. Use of peer mentoring/coaching will provide a focus on teacher development.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

On many occasions throughout the year the opportunity is taken to acknowledge the partnerships of the school, parents and parish which underpins the life of the school and which has always been a key feature of the school. There is a strong parent presence at school and class assemblies. The Parents and Friends publishes items weekly in the school newsletter. A parent survey in Term Four 2017 indicated overwhelming satisfaction with Cathedral School - results showed very strong support and acknowledgement of the:- Faith life of the school, the school as a welcoming and supportive community, parent involvement and communication, learning and teaching and community engagement activities. Equally appreciated is the general curriculum of the school, the organisation and management of the school, as well as the general school facilities. The P and F receive regular school input and meetings of the P and F are attended by the School Executive. This has proved to be an effective way to engage parents in decision making and to help clarify aspects of school life.

Student Satisfaction

A student survey (Survey Monkey) in December 2017, showed that students are proud of their school and enjoy the experience of being at Cathedral School which is safe and supportive. They appreciate communication through the effective use of assembly announcements, newsletter articles, class information letters and teacher reminders.

The resources and facilities of the school were particularly acknowledged through the student leaders' address at our annual Family Night as well the variety of co-curricular activities that are offered. The Music Instrumental Programme was particularly noted as a feature of Cathedral School and a vehicle for engagement in Creative Arts, accessible for many students across many Grade levels.

The substantial increase in technology resources was noted.

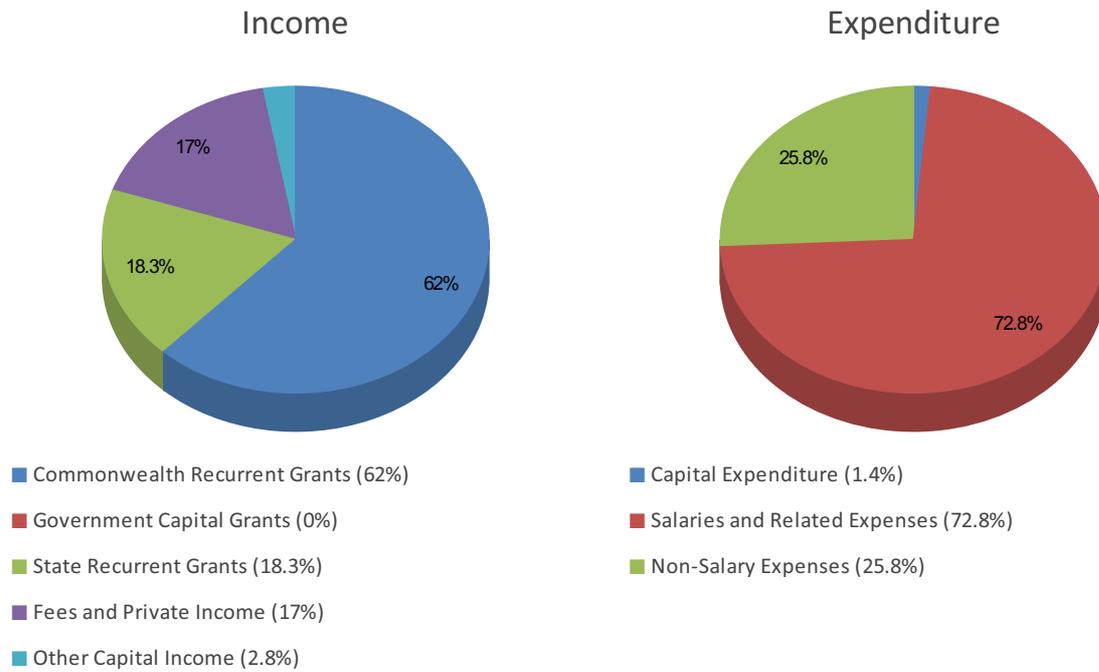
"Cathedral School provides us all with the opportunity to grow in our faith and as learners. Our classrooms are places where students are all supported by our teachers through a wide variety of learning experiences and opportunities for all." (School Captains)

Teacher Satisfaction

Staff are positive about many areas of the life of the school and also agree that the school offers a safe and supportive Catholic environment offering a quality education. They are also very satisfied with the curriculum and are proud of the significant work they have completed this year in focusing on Mathematics, Literacy and their contribution to our Professional Learning Community. Excellent student and teacher resources and facilities are appreciated as well as the general organisation and management of the school.

Their commitment to our school is reflected, particularly this year, in the way that they have worked on the continued implementation of the Professional Learning Community model and the Model of Christ Centred Learning. This reflects the pride they have in being part of a school that is developing and presenting excellent, meaningful learning opportunities for the students in their care.

During the year teachers have had the opportunity to be involved in many aspects of school development apart from curriculum and school policy. They expressed satisfaction in their involvement of this significant development in the development of our School Improvement Plan.



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.