

Cathedral Catholic Primary School
Annual School Educational and Financial Report
2013



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ABOUT THIS REPORT

Cathedral Catholic Primary School Bathurst is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Improvement Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2014 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on (02) 6331 1845.

Patrick Allen

Principal

19th December 2013

PRINCIPAL'S MESSAGE

Dear Parents,

On behalf of all involved in our school community, I am happy to present the 2012 Annual Report, which provides information about Cathedral School's activities and performance over the past year. The report has been prepared on the basis of the Annual Plan, on information you have had throughout the year in the school's Newsletter and the results of various external assessment methods including the NAPLAN Assessment results.

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 in a Catholic environment, 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

MESSAGE FROM PARENTS and FRIENDS ASSOCIATION

What another wonderful year 2013 has been for our students, our teaching staff and our hard-working P & F.

The P & F is a very important part of our school. We gather the first Wednesday of every month in our School Library and we manage to do some great things and organise some wonderful fund-raising activities that raise funds to benefit our children. The year was again a financial and social success. Thank you to everyone for another successful school fete! This event along with many other activities, made a great contribution to the life of the school this year. 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&F made a significant contribution towards many school projects including landscaping, storage facilities and computer hardware.

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&F is very much appreciated.

Mr Kevin Porter (P&F President)

CATHOLIC IDENTITY

Liturgical Life

Celebration of prayer and liturgy is integral to daily life at the school. Classroom prayer is a daily ritual and teachers provide the children with a variety of prayer experiences. Parents are, on occasion, invited to attend prayer celebrations in the classroom, church and at assemblies. Prayer commences our whole school gatherings. Staff organised staff prayer on a rotational basis.

The Principal and Religious Education Coordinator convey to parents various aspects of Catholic Life and Mission through the weekly newsletter. Parents are always welcomed at Masses, Liturgies and classroom prayer celebrations. This year, mothers joined us for a liturgy to celebrate Mothers' Day and the children welcomed their fathers at a Fathers' Day breakfast.

As a community we had the opportunity to celebrate through Mass and Liturgy. The Parish Priest 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 Masses – All students participated in Eucharistic Liturgies to celebrate significant events in the life of the school and the Church.
- School Liturgies - During the year we celebrated other events within the life of the school, parish and community by participating in Liturgies of the Word. We participated in Liturgies prior to the Sacraments of Penance, Eucharist and Confirmation to show our support for the students making these Sacraments and to acknowledge the support of their non-Catholic classmates.
- During Lent and Advent the School community gathered 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.
- During the year the school was responsible for a Sunday Parish liturgy preparation and class teachers and parents were involved in this.
- On the Feast of Our Lady of Mercy we celebrated with the Sisters of Mercy and acknowledged the Mercy tradition of our school. During this Liturgy we named our school Hall, the Mother Ignatius Croke Centre.
- Grade Masses – Each grade had an opportunity to participate in class Masses.
- 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.

Parents, family members and members of the school community were encouraged to participate in these Liturgies and Masses.

Staff and Student Formation

Commissioning Mass – Staff from Cathedral School gathered to ask God’s blessing on the new year and on the teachers, staff, catechists, parents and children involved in Catholic Education.

During 2013, Reflection Days continued for students receiving the Sacraments of Penance, Holy Communion and Confirmation. These days were prepared by the teachers and were supported in this by the Religious Education Coordinator. The day of reflection allowed 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 2014.

Social Justice / Catholic

As a Catholic school we are committed to developing our children to contribute positively to the wider community. In all aspects of school life we seek to present to children the Catholic worldview.

Within the school, the local community and the wider world community, the students are made aware of the need for compassion and justice. This is an essential part of our faith development.

During 2013 the children were given opportunities to respond to social justice issues throughout the community.

- Project Compassion and Catholic Mission – There was a school focus on Project Compassion and Catholic Mission in 2013 and a significant amount of money was raised.
- St Vincent de Paul – Year Four coordinated a blanket drive to provide much needed blankets prior to winter.
- Timor Leste – Through the Library ‘One for Me, One for You’ activity, Cathedral School organised to buy books and pencils to be sent to schools in Timor Leste.
- Vietnam Typhoon – Fundraising to assist people affected by the Vietnam typhoon was organised throughout the school and was instigated by the Year six students.
- Blue Mountains Bushfire Victims - Fundraising to assist people affected by the Blue Mountains was organised throughout the school.

Religious Education Program

During 2013 the core Diocesan R.E. Resource was used. The resource is called To Know, Worship and Love. This resource has now been fully introduced into our school.

This year, Year Five and Six students participated in the Christmas Scripture Art Competition. This diocesan-wide competition required students to represent various Nativity scriptural quotes using different visual techniques.

Fifty Year Six students participated in the Bathurst Diocesan Religious Education Test in 2013.

Certificates were awarded in the following categories:-

High distinction – 16% of Year Six students

Distinction – 26% of Year Six students

Credit –36% of Year Six students

Participation -22% of Year Six students

Sacramental Programs

The Parish Sacramental Programs were again a significant focus for Cathedral School. The school works closely with the Dean and the Parish Associate. There is a strong relationship between the school and all parish staff. The parish and school often share resources.

The school supports the sacramental programs and is involved in the preparation of the Liturgy for each sacrament.

Confirmation – 35 Year Six students were Confirmed on 15th June 2013 by Bishop Michael McKenna in the Cathedral.

First Holy Communion – 45 children received First Holy Communion on 25th August 2013 in the Cathedral.

Penance – 48 children received First Penance on 13th November 2013 in the Cathedral.

Parish Contact details

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Bathurst NSW 2795

Presbytery
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Dean of the Cathedral: Fr Pat O'Regan
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SCHOOL FEATURES

2.1 Introduction

Catholic Heritage

Cathedral Catholic Primary School 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, a learning support teacher, three music teachers, a librarian and five 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 Profile

Cathedral Catholic Primary School is a Kindergarten to Year Six co-educational Primary School in the Cathedral Parish of Saints Michael & John, Bathurst. We currently have 14 classes comprising of 2 classes in each grade. We have a current indigenous enrolment of 6 students.

The following information describes the student profile for 2013:

The student population for 2013 was 382 (based on the August census figures)								
Grade	Kinder	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Indigenous students
Boys	30	27	30	26	28	31	31	3
Girls	24	31	22	31	28	20	23	3
TOTAL	54	58	52	57	56	51	54	6

Pastoral Care

Pastoral Care is the responsibility of everyone in the school community. Teachers, parents, secretaries, support staff and especially students, are just some of the groups who contribute to pastoral care. It is assumed that everyone who is involved in the school contributes to the climate of pastoral care in the school.

Students are encouraged to care and support each other in many ways. New Kindergarten students are paired with 'buddies' in Year Five who assist them in many activities throughout the year.

This program continues with Year Six and Year One students.

ENROLMENT POLICIES AND PROFILES

Mandatory Provisions

- * Children entering Kindergarten must turn 5 years of age by 30th April of their first year of school.
- * A copy of the **Baptismal** and **Birth** Certificate must **accompany** the application.
- * If the application is accepted, both parents must read and sign all components of the 'Acceptance of Enrolment' form that will be forwarded to them.

Priority of Enrolment

- 1) Catholic children of practising Catholic parents
- 2) Non-Catholic children whose brothers and/or sisters are presently enrolled in the school.
- 3) Non-Catholic children whose brothers and / or sisters once attended the school.
- 4) Non-Catholic children who are enrolled at a Catholic school in another Parish.
- 5) Non-Catholic children of practising Christian families who are prepared to allow their children to take part in all religious activities at the school.
- 6) Cases of special need. Special consideration may be given to children with disabilities to the extent to which the school is able to meet their needs. In this regard, the policy of the Catholic Education Office will be observed.

- * There was no change made to the enrolment policy in 2013.
- * *Application for Enrolment* packs are available at the School Office
- * The full text of school enrolment policies may be accessed via the School Office.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

<i>Year Group</i>	<i>Attendance Rate</i>
1	95.95%
2	96.44%
3	97.50%
4	96.33%
5	96.38%
6	94.92%
Whole School	96.26%

The average student attendance rate for students enrolled at Cathedral School from Year One to Year Six during 2013 was 96.26%.

Regular attendance at school is essential if students are to maximise their potential. Cathedral School, in partnership with parents, promotes the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as a part of their duty of care, monitor part or whole day absences. Daily absences and partial absences are recorded and reasons for all absences are recorded. Where reasons are not made available, school staff will contact parents, via a note, to seek and record reasons for absences and to ensure good attendance.

SCHOOL CURRICULUM

Curriculum Overview

Cathedral School is committed to making sure that mandated learning outcomes in all curriculum Key Learning Areas are covered in the school's K to 6 programs. Cathedral School offers a comprehensive curriculum in all Key Learning Areas including Religious Education, English, Mathematics, Human Society in its Environment, Science and Technology, Creative Arts, and Personal Development, Health and Physical Education.

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 2013 in preparation for the introduction of the National curriculum in English planned for 2014.

Quality Teaching and Learning

Cathedral Catholic Primary School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the school's Vision Statement. The school endeavours to articulate a Catholic worldview by expressing values as a Catholic perspective statement within each of our curriculum policies.

The K-6 curriculum is well organised and timetabled efficiently to accommodate maximum learning time.

Learning Support

The Learning Support Programme, coordinated by the Learning Support Teacher and Teacher Assistants, aimed to address the specific needs of students who present with learning challenges. As well as two Kindergarten Teacher Assistants, three additional Teacher Assistants contribute to the learning of students in Years One to Six.

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

Assessment

The school's assessment policy ensures that consistent, meaningful assessment structures are in place to allow each student to demonstrate his/her strengths and achievements in all areas of the school curriculum. This information on student achievement sets the direction for ongoing teaching and learning.

The reporting procedures include written reports (mid-year and end-of-year) and parent/teacher interviews. Additional parent meetings are accommodated on request.

The school community's main priority is to ensure that a quality teaching Catholic environment exists to meet the needs of each child. We aim to provide the best education for our students. Student achievement in literacy skills is tracked across the school through the DIBELS assessment programme (Dynamic Indicators of Basic Early Literacy Skills). School and class literacy programmes are tailored according to this tracking.

Music

Three specialist music teachers are employed for a total of two days a week. All classes have one lesson per week. In addition there were opportunities for children to participate in a junior and senior choir, percussion and the school Training, Transition and Performance Bands.

In these groups children enthusiastically demonstrated their talent at concerts for the rest of the school and for their families, as well as the Bathurst Eisteddfod and the NSW Band Festival at which Cathedral School was awarded two gold plaques for the high level of achievement.

The Cathedral School Performance and Transition Bands also travelled to St Patrick's Lithgow for a series of workshops and a performance. Senior Cathedral musicians were responsible for tutoring and assisting instrumental groups from St Patrick's. A concert was performed for the St Patrick's school community.

Musica Viva performed concerts at two different occasions for the children during the year.

Sport

The school's Physical Education program catered for a diverse range of interests and abilities. It provided opportunities for skill development and exposure to a variety of sports and competitions. The emphasis in class lessons has been on the development of fundamental motor and gross motor skills, gymnastics, dance and athletics.

In addition, students attended clinics for AFL, Rugby Union, Rugby League and Tennis.

The school held successful cross country, athletics and swimming carnivals. Many students represented Cathedral School at regional, diocesan and state levels.

Five elite athletes were chosen to represent Polding at NSW State Championships.

Students also represented the school at Diocesan Winter and Summer Sports Trials with a number of students chosen to represent the Diocese.

Co-curricular

In addition to classroom learning programmes, in 2013 Cathedral School offered co-curricular activities. These included the Instrumental Programme, various public speaking activities and performance opportunities in e.g. Bathurst Eisteddfod (music and speech), School Fete, as well as performances for local nursing homes.

Debating

In 2013 our Year Six students were involved in a Bathurst Catholic Schools Debating Competition with three other local Bathurst Catholic Schools.

STUDENT PERFORMANCE IN NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)

Literacy and Numeracy

Students in Years 3, 5, 7 and 9 around Australia sat the National Assessment Program- Literacy and Numeracy (NAPLAN) Tests in May 2013. Individual student reports were provided in September 2013. Analysis of these results assists the school in planning and is used to support teaching and learning programs.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 3 and 5.

Points to note are:

- In Year 3 students placed in Band 1 are below national minimum standard. Students in band 2 are achieving national minimum standard and students in bands 3 and 4 are “at proficiency”
- In Year 5 students placed in Band 3 are below national minimum standard. Students in band 4 are achieving national minimum standard and students in bands 5 and 6 are “at proficiency”.

Band Distribution (%) - YEAR 3

	Band	1	2	3	4	5	6	%at/above National Minimum
Reading	School	0	6	16	22	27	29	100
	Diocese	2	7	17	25	21	27	98
	State	3	10	16	25	19	28	97
Writing	School	0	0	7	22	56	15	100
	Diocese	1	5	16	27	39	12	99
	State	2	6	15	23	37	17	98
Spelling	School	0	2	18	22	33	25	100
	Diocese	3	6	20	27	24	21	97
	State	4	6	18	23	24	25	96
Grammar & Punctuation	School	0	0	9	27	31	33	100
	Diocese	2	7	14	22	27	28	98
	State	3	8	14	21	24	31	97
Numeracy	School	0	2	15	37	35	11	100
	Diocese	1	6	19	33	31	10	99
	State	3	8	22	29	25	14	97

Year Three

Fifty-five Year Three students participated in the 2013 NAPLAN tests. Excellent results were obtained with the overall mean of Cathedral students exceeding that of the State and Diocesan overall mean in both Literacy and Numeracy. In Year Three, students are placed in six band levels – **1 to 6**

Year Three Literacy – Cathedral School had:-

78% of students in the top three bands (Bands 4, 5 & 6) in Reading

93% of students in the top three bands (Bands 4, 5 & 6) in Writing

80% of students in the top three bands (Bands 4, 5 & 6) in Spelling

91% of students in the top three bands (Bands 4, 5 & 6) in Grammar and Punctuation

Year Three Numeracy – Cathedral School had 68% of students in the top three bands (Band 4, 5 & 6)

Band Distribution (%) - YEAR 5

	Band	3	4	5	6	7	8	%at/above National Minimum
Reading	School	0	2	20	36	26	16	100
	Diocese	1	8	23	32	25	13	99
	State	2	9	23	29	22	15	98
Writing	School	4	10	36	24	18	8	96
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Spelling	School	4	4	14	38	28	12	96
	Diocese	4	7	25	33	23	8	96
	State	5	8	21	27	25	13	95
Grammar & Punctuation	School	0	6	8	32	26	28	100
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Numeracy	School	0	8	20	42	8	22	100
	Diocese	2	12	30	32	15	9	98
	State	5	15	26	26	13	15	95

Year Five

Fifty-five Year Five students participated in the 2013 NAPLAN test. Excellent results were obtained with the overall mean of Cathedral students exceeding that of the State and Diocesan overall mean in both Literacy and Numeracy. In Year Five students are placed in six band levels **3 – 8**.

Year Five Literacy – Cathedral School had:-

78% of students in the top three bands (Bands 6, 7 & 8) in Reading

50% of students in the top three bands (Bands 6, 7 & 8) in Writing

78% of students in the top three bands (Bands 6, 7 & 8) in Spelling

86% of students in the top three bands (Bands 6, 7 & 8) in Grammar and Punctuation

Year Five Numeracy – Cathedral School had 72% of students in the top three bands (Band 6, 7 & 8).

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional Learning

Active engagement in a wide variety of professional learning activities was again a feature of the professional life of Cathedral School. All members of staff are committed to continuously improving their teaching and do this by attending regular staff meetings, meeting in their learning teams to reflect and plan together, and attending professional learning courses or conferences outside of the school that will benefit their own teaching and the whole learning community.

Particular emphasis is given to professional learning opportunities that relate directly to the 2013 School Improvement Plan.

Professional Learning Activities

In 2013 staff were engaged in a variety of Professional Learning activities. Examples include:-

- *Carnival organization and Team Managers up to State level*
- *Planning and implementing student leadership days*
- *Curriculum development (particularly planning for the introduction of the English National Curriculum*
- *Quality Catholic Education*
- *School Policy Development*
- *REC Assembly*
- *Pastoral Care – Friendly Schools Plus*
- *Religious Education*
- *Music Workshops*
- *Learning Support – Multi-Lit and Mini-lit*
- *Assessment*
- *NAPLAN Analysis*
- *Anti-bullying*
- *CPR / Emergency Care Training*
- *Anaphylaxis Training*
- *ICT – Google Apps*

Teacher Standards

The NSW government requires that this report detail the number of teachers in each of the following categories:

Teacher Qualifications	Number of Teachers
1.Those having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	24
2. Those having qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	N/A
3. Those not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed: - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	N/A

Teacher Attendance and Retention Rates

Teacher Attendance	96%
Teacher Retention	100%

WORKFORCE COMPOSITION

	Male	Female	Male Indigenous	Female Indigenous
Principal	1			
Assistant Principal		1		
Teachers/Coordinator	1	21		1
Teacher Assistants		5		
Librarians		1		
Ancillary Staff	1	2		

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

Welfare and Discipline Policies

When parents enrol their children at our school they enter into a 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 naturally want the very best for their children. We all want our 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 fulfilment.

The contribution that parents make in Cathedral School is highly valued.

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

Positive reinforcement for appropriate behaviour has continued to be incorporated into a series of classroom and school reward systems. Whole school assemblies, where awards are given for acknowledging **positive behaviour**, continue to affirm students.

Students take part in the **Buddy System**, which operates as a student support network between Kindergarten and Year 5, Year 1 and Year 6.

The Buddy system has been used for many years and continues to provide guidance, friendship and support for students. It has been particularly useful in helping Kindergarten students settle into school routines, as well as promoting a sense of responsibility in the older children.

The **Life Education Program** was again a very successful complement to the Personal Development, Health and Physical Education (PDHPE) Program for students, and involved all classes, K-6. This program took place in Term 4 2013.

A Pastoral Care and Student Management Policy will continue to be a focus for ongoing development in 2014.

The full text of the school Student Welfare Policy may be accessed via the School Office.

There were no changes made to the Student Welfare Policy during the year.

Discipline Policy

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

1. Behaviour is chosen for a purpose. Since behaviour is the result of choice, 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 within Cathedral School are valued and treated with respect.
4. Individuals are able to 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 which affect future opportunities. Responsible behaviour increases the student's range of future opportunities.
6. 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. 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.

The full text of the school Discipline Policy may be accessed via the School Office.

There were no changes made to the Discipline Policy during the year.

Anti-Bullying Policy

Bullying is viewed as a breach of the school's behaviour code. Any reports of bullying will be investigated and appropriate action will be taken. The response to bullying will provide:-

- guidance and other support for the recipient
- appropriate and consistent sanctions and support for the student who bullied

Staff will be encouraged to report suspected incidents of bullying to the class teacher (home room teacher) of both the recipient and the student who bullied.

If they encounter an incident of bullying, they should first take steps to protect the recipient and witnesses. All staff are expected to pass on information about any bullying to the Principal/ Assistant Principal, for further action.

Cathedral School seeks to promote a culture in which students will be encouraged to:-

- take some positive action to stop the bullying if they observe an incident
- report the bullying incident to a teacher as soon as possible
- make it clear to their peers that bullying is not accepted

The full text of the school Anti-bullying Policy may be accessed via the School Office

There were no changes made to the Anti-Bullying Policy during the 2013 school year:

Complaints and Grievances Policy

At Cathedral School the rights of teachers, parents and students are recognized, including the right to be heard and the right to a considered response. Privacy will be maintained and anonymity where requested. Teachers, parents and students will not be discriminated against as a result of making a complaint.

Complaints will be considered in an equitable, objective and unbiased manner. The complaints handling process will reflect the principles of natural justice and procedural fairness.

The full policy can be viewed by making a request to the Principal.

The full text of the school Complaints and Grievances Policy may be accessed via the School Office.

There were no changes made to the Complaints and Grievances Policy during the year.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

Catholic Life and Religious Education Targets 2013

A high priority was given to Catholic Life and Religious Education during 2013. This was evidenced by the amount of time given to staff development in the area of Religious Education and review of components 1.1 and 1.4 of the Diocesan Quality Catholic Education framework.

At Cathedral School we:-

- Continued our focus on the 'identity' of Cathedral School, exploring the charisms of the different religious orders that helped shape Cathedral School. Drawing from this the 'values' that underpinned their work was used to rename our school Houses. Staff developed our School Code of Conduct for all classes based on the Values that underpin our Vision Statement.
- Implemented our Indigenous Education Plan. This involved the appointment of an Indigenous Education Contact person as well as additional time being allocated to a teacher to work with Indigenous parents and students in planned activities. These activities resulted from PLP meetings between class teachers, the Indigenous Education contact person and the Learning Support teacher.
- Continued to resource the Diocesan RE Curriculum 'To Know Worship & Love'

Learning and Teaching Improvements and Targets

⇒ A high priority was placed on the implementation of our Strategic Management Plan for 2011-2014. This has resulted in positive frameworks being instigated for the Quality Catholic Education

framework with the School executive leading the staff in the development of Annual School Improvement Plan (ASIP).

- ⇒ Analysed NAPLAN results and designed strategies and implemented them in order to improve student outcomes in Literacy and Numeracy.
- ⇒ Continued our focus on Spelling to maintain the trend of improving results in this area.
- ⇒ Continued DIBELS assessments for all students in Kinder to Year Six. We continued to monitor and track their progress across three assessment periods. Teacher sharing of results across the Grade enabled a specific Grade focus on various components of Literacy. Noteworthy of these was the whole school focus on Oral Reading Fluency from Year One to Year Six, and Phonemic awareness from Kinder to Year Two, which resulted in significant improvements in this area across the school.
- ⇒ Numeracy- In 2013 we implemented a specific focus on the use of mental strategies within the Number strand, with a view to improving processing speed with calculations. In 2013 we successfully extended Mathematics across all grades from Kindergarten to Year Six.
- ⇒ Continued the use of iPads for Learning Support for students in various classes. Embedded ICT across all KLAs with the use of Skwirk and ABC Splash. Work commenced on planning for the richer integration of digital technologies in line with the National Curriculum English document.

Strategic Resourcing

- ⇒ In line with our ICT Strategic Plan, 30 laptops were purchased and housed in two mobile trolleys for classroom use.
- ⇒ All teachers were subscribed to SKWIRK for planning and resourcing of classroom programmes.
- ⇒ Fourteen classroom MacBook laptops were purchased and installed for use with Interactive Whiteboards.
- ⇒ Some playground facilities were re-developed in 2013. A 'passive play' area was created including grassed areas, trees and covered seating.
- ⇒ Classroom furniture in Kindergarten and Year Six was replaced.

Action Plan for Literacy and Numeracy

In 2014 we plan to:-

- continue to focus on the teaching of Numeracy
- work on the implementation of the National Curriculum Mathematics documents. This is to be implemented in 2015.
- continue our focus on Oral Reading Fluency, Spelling and Comprehension

- initiate a focus on writing. In particular we will assist students in various aspects of their writing e.g.
 - cohesive links
 - paragraphing
 - sentence structure
 - punctuation
- continue refurbishing our technologies so they are compatible with the new architecture. During the 2014 school year, ICLT will continue to be a priority area. The school will continue to upgrade and expand hardware and infrastructure. In particular the school will be connected to fibre optic cable. Maintenance of this infrastructure will assist in the embedded of digital technologies in the National Curriculum English document which will be implemented in 2014
- focus on the use of ICT to engage and promote student learning in Literacy and Numeracy
- Aligned with the introduction of the English document will be stage one of the implementation of the new Science curriculum. This has been planned to enable rich cross-curriculum planning and teaching and to develop student knowledge, skills and understandings and capacities in both Science and Literacy.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Throughout 2013 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 in the students 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 are invited to participate in the Bathurst Anzac Day march.

A School Code of Conduct was introduced to students this year with a particular focus on respect.

Elements of this Policy are referred to regularly

PARENT, TEACHER AND STUDENT SATISFACTION

Parent Participation

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.

During 2013 parents contributed significantly to the overall provision of education in the school by supporting various initiatives and fundraising:

- assisting as classroom helpers
- assisting as Reading Tutors
- providing support for excursion programs
- providing funds for classroom resources
- supporting the school canteen by supplying volunteer counter staff
- assisting with the Book Fair
- involvement in School Band
- providing support through assistance at school organised sporting events.
- Organizing major fundraising activities e.g. Dinner Dance, Fete, Quiz Night
- Organizing School Disco, Movie Night, Yr Six Dinner

There is always a strong parent presence at the regular school assemblies and specific class assemblies.

In partnership with parents and the broader parish community the school supports children through the Sacramental Program as well.

The P&F publishes items in the School Newsletter and has the major responsibility for the school fete.

Through letters, notes and oral communications parents have expressed strong satisfaction with the Catholic ethos of the school, particularly the RE program, Prayer, Liturgy and pastoral care.

Equally appreciated is the general curriculum of the school, the organization and management of the school, as well as the general school facilities.

Members of the P&F receive regular informal input from parents and each meeting of the Parents and Friends Association is attended by the Principal and Assistant Principal. This has proved to be an effective way to engage parents in decision making and to help clarify issues which arise from time to time.

Parents are encouraged to be involved through these processes.

The demand for places in the school reflects Cathedral school's excellent reputation within the broader community. We look forward to continued development of our school community in 2014 and beyond.

Teacher Satisfaction

Staff are very positive about all 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, resources and facilities and the general organisation and management of the school.

Student Satisfaction

Students stated generally that they are proud of their school and enjoy the experience of being at Cathedral School. They appreciate knowing what is happening in the school 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.

FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

