Annual School Report to the Community
2015

St Mary's Primary School
Young
Elizabeth Street, Young 2594
Phone: 02 6382 5844
Email: stmarysy@cg.catholic.edu.au
Website: www.stmarysyoung.nsw.edu.au

Principal
Mrs Louise Grant
Section One: Message from Key Groups in our Community

Principal's Message

St Mary's Primary School is a welcoming Catholic School community in the rural town of Young situated in the beautiful Hilltops region of NSW.

Our mission is to be a Christ centred community, nurturing the uniqueness and gifts of each child though our commitment to quality, contemporary teaching and learning experiences and a caring pastoral and welfare program. In partnership with St Mary’s Parish, we walk in faith with our students, promoting Catholic values in our relationships and in our actions.

Our staff promote active and rigorous learning across the curriculum. In a caring and supportive environment, we are committed to supporting each child to achieve their full potential through dynamic and engaging learning experiences.

St Mary’s Primary School encourages collaboration between home, school and parish. As a community, we endeavour to live and model the values of our school motto, To Love is to Serve.

Through the Pathways Programme, our students are guaranteed entry to Hennessy Catholic College which offers a Year 7 – 12 education.

Parent Body Message

St Mary’s provides an education for the 21st century, with technology embedded throughout our school from Kindergarten - Year 6 with extensive computer facilities and interactive whiteboard technologies in each classroom.

Our dedicated, highly experienced and enthusiastic staff welcome the close partnership nurtured with parents, families and the Parish, as we work together to create our vibrant, connected and Christ centred learning community.

St Mary's is a unifying force in the community of Young and parents enjoy being part of the supportive and dynamic school community. Parents are welcomed to the school and encouraged to be involved in their children's learning and the busy calendar of events each year.

Our small but enthusiastic group of parents on the Community Council welcomes your contributions and provides opportunities each year for parents to give feedback and contribute to the life of the school.

Student Body Message

On behalf of all the students, we would like to say how much we enjoyed leading St Mary's in 2015! It was a privilege to be role models for the younger students and to have the opportunity to contribute to all the great events throughout the year.

The Sports Carnivals are always highlights and this year was no exception with the Swimming Carnival, Soccer Carnival, Cross Country, Athletics Carnival and all the Gala days all great fun and successful events!

Our production this year was "Peter Pan" and every student in the school performed. Our audiences loved it! The Art Show was another great success ans this year the choir and bands really made great progress and are sounding fantastic!

There were lots of excursions throughout the year and the highlight for us was the trip to Ballarat.

We had lost of visitors to the school too like the Life Education van and various performers like the Sydney Conservatorium band.

As always, our annual events like Book Week, Melbourne Cup Day and Grandparents' Day Mass were lots of fun. The highlight was the opening of the Sr Phil Shelter when the fire brigade came to help Fr Tom with the blessing!
Section Two: School Features

St Mary's Primary School is a Catholic systemic Co-educational School located in Young.

St Mary's has a well-resourced library (recently recognised in the nation's Great School Libraries awards) a wireless computer network servicing iPads (all students in years 5 and 6 participate in and 1:1 iPad programme) laptops, desktops across all classrooms and areas of the school, an inclusive and supportive Learning Support Programme, an excellent After School Care Programme operated at our school by PCYC and a comprehensive PE and Sport programme offered by a specialist PE teacher.

Children are offered many opportunities and these include Indonesian, Philosophy, Music including ensembles, a Band and an Infants and Junior Choir and a wide range of sporting and cultural opportunities. There are extension programs available both at St Mary's and for our students to attend by invitation at Hennessy College offered in collaboration with Australian Catholic University. Our partnership with the Young Regional School of Music makes it possible for us to offer private tuition in piano, guitar, drums, recorder, trumpet, flute, violin and voice.

The school is in the process of developing an Eco-Garden thanks to our successful grant application.

St Mary’s Primary School, Young has designed and implemented GENESIS: a Christ-centred response to the spiritual, social and emotional needs of students and families in our community. GENESIS has been introduced to ensure the highest possible levels of pastoral care for our students.

The spiritual domain is served by a vibrant Religious Education curriculum which draws on the life of Jesus, and how the virtues He espoused define our own behaviour in family life and the wider community. Prayer and meditation are vital to the formation or our students as they learn to grow spiritually, and express their faith in meaningful ways, to serve one another.

The Virtues Project supports our Religious Education programmes by teaching our students to be aware of, and apply virtuous behaviour in all facets of daily life. This project aligns with our Positive Schools focus which celebrates every child’s efforts to display behaviours such as kindness, respectfulness, self-discipline and responsibility. This project continues to build teacher capacity to provide companionsing and mediation support to students who are challenged emotionally through issues such as conflict and anxiety.

Specific programmes are continually being developed to respond to the needs of our students as they arise, such as our Friendly Kids Programme, which assists our students to develop effective social skills in a range of settings.

Families are especially important to us at St Mary’s, and we offer workshops which assist parents to develop skills to support their children’s development in the personal, social, academic and spiritual realms.
Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old.*

Religious Life & Religious Education

St. Mary’s has a proud history built upon the traditions of the Presentation Sisters. We also acknowledge and pay respect to the traditional owners of the land, the Wiradjuri people, upon which our school is built. In 2015, St. Mary’s celebrated our Catholic heritage through many and various prayer, liturgical and Eucharistic celebrations. Our Parish Priests willingly celebrated Mass for the whole school on special occasions throughout the year. In 2015 these included Opening School Mass, Grandparents Day Mass and Thanksgiving Mass. In addition to this, they provided regular Wednesday Class Masses in our school Prayer Room for Years 4-6 each term. Students in Years K-3 conducted their own Prayer Celebrations for each Year level. We held other special liturgy and prayer celebrations throughout the year including Ash Wednesday, ANZAC Day, Feast of the Assumption and The Way of The Cross. Students in Years 3, 4 & 6 received the Sacraments of Reconciliation, First Holy Communion and Confirmation respectively.

St. Mary’s also provides many other opportunities to share and grow in the faith. The spiritual development of staff was catered for through the provision of a Staff Spirituality Day in Term 4. Staff also gathered regularly for prayer on Thursday mornings and prior to our Wednesday staff meetings and Monday morning briefings. Staff are also supported in their spiritual development through opportunities to attend Professional & Spiritual Development days and access to other resources from the Catholic Education Office and the Archdiocese. As a whole school, the St. Mary’s community pray together at formal assemblies on Mondays and Fridays. The students also experience the opportunity to pray regularly at the beginning and conclusion of each day within their individual classrooms. Various forms of prayer have been explored at St Mary’s including traditional prayers such as The Our Father, The Rosary, both Guided and Christian Meditation, and prayer through song and the creative arts.

St. Mary’s implements the Archdiocesan, K-12 Syllabus for Religious Education, *Treasures New and Old.* This includes the Scope and Sequence across the four strands; God and God’s Creation, Jesus and Discipleship, Church in the World and Prayer & Celebration. Each classroom teacher is supported by resources shared across the school community and within the Catholic Education Office of the Archdiocese.
Section Four: Student Profile

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 2015:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>189</td>
<td>188</td>
<td>0</td>
<td>377</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an Enrolment Policy for Catholic Schools. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2015 was 92.70%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>93%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92%</td>
</tr>
<tr>
<td>Year 2</td>
<td>92%</td>
</tr>
<tr>
<td>Year 3</td>
<td>93%</td>
</tr>
<tr>
<td>Year 4</td>
<td>93%</td>
</tr>
<tr>
<td>Year 5</td>
<td>93%</td>
</tr>
<tr>
<td>Year 6</td>
<td>92%</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. 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 Catholic Education Office designated School Services 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 Five: Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>11</td>
<td>37</td>
</tr>
</tbody>
</table>

* This number includes 18 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous

Professional Learning

St Mary's enjoys collaborative learning partnerships to develop capacity of teachers in a number of areas including:

* Literacy with Dr Kaye Lowe Adjunct Professor University of Wollongong
* Mathematics through Catholic Education Collaborating on Student Achievement (COSA+) Project
* Virtues Project

Through our partnership with ACU, St Mary's teachers are being trained in Children's Philosophy to encourage collaborative inquiry in all classrooms.

In 2016, all staff have been trained in Kagan Collaborative Learning Structures.

All staff participate in an annual Personalised learning Programme.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.
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.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>62%</td>
<td>48%</td>
</tr>
<tr>
<td>Writing</td>
<td>60%</td>
<td>47%</td>
</tr>
<tr>
<td>Spelling</td>
<td>52%</td>
<td>41%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>71%</td>
<td>52%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>38%</td>
<td>34%</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>26%</td>
<td>34%</td>
</tr>
<tr>
<td>Writing</td>
<td>8%</td>
<td>19%</td>
</tr>
<tr>
<td>Spelling</td>
<td>21%</td>
<td>33%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>41%</td>
<td>36%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>21%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Section Seven: School Review and Improvement

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 Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

Key Improvements for 2015

* through shared learning and curriculum development, essential teaching practices identified in all curriculum areas
* structure of school day reviewed and redesigned to suit climate, maximize time allocated to student learning whilst allowing time for play and socializing
* culture of hospitality, welcome and inclusion expressed in and through school communications, administrative processes and positive relationships throughout the school
* Making Jesus Real (MJR) approach is embedded in to the daily life of the school through learning opportunities in RE and throughout the life of the school.
* prayer life of the school enriched through introduction of scope and sequence for familiarising the children with traditional Catholic prayers.
* increased opportunities for parents and care-givers to be involved in their children’s learning and the life of the school
* Open forums provide a well structured opportunity for two way sharing of information and ideas with interested members of the school community
* Parent volunteers actively encouraged to participate at school

Priority Key Improvements for 2016

Key Goals for 2016

* embed vision and mission statements in to all aspects of the life of the school.
* analysis and discussion of data - Teachers use an agreed set of formative and summative assessment data to know their student, track student progress and to inform teaching and learning
* effective pedagogical practices - learning for all students at St Mary’s is relevant, authentic, engaging and at the appropriate level of challenge.
* analysis and discussion of data - Consistent approach to planning, pedagogy and assessment in Maths
* Genesis - embedding a Christ centred approach to welfare at St Mary’s
* agreed practices reflect a wide range of engaging teaching and learning opportunities for the students
* development of the playground at St Mary’s to provide spaces for a range of leisure activities and utilise our limited space
* establishment of a garden through Eco-Schools Grant
* expand the sporting opportunities for the students through the Sporting Schools grant.
Section Eight: School Policies

Student Welfare Policy

St Mary’s Student Welfare Policy functions under the banner of the Genesis Project - a multi-faceted system which embraces all members of the school community and endeavours to provide support at all levels of school life. We have clear behavioural guidelines with response protocols for all teaching staff. Various programmes co-exist to give welfare support to our students. Our Virtues Project has guidelines for character education employing the following strategies:

- speak the Language of the Virtues
- recognize Teachable Moments
- set Clear Boundaries
- honour the Spirit

Spiritual companionship is critical in our welfare support of students, and provides teachers with a framework to engage with those who are experiencing social and emotional difficulties. Staff also provide mediation and conflict resolution/restorative procedures using this framework.

Corporal punishment is expressly prohibited at St Mary’s and we do not sanction the administering of corporal punishment by non-school persons to enforce discipline in our school.

The full text of the School’s Student Welfare Policy may be accessed on the School’s website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a Complaints Policy which is implemented by our school and all systemic schools in the Archdiocese. 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. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the Complaints Policy may be accessed on the Catholic Education website at https://cg.catholic.edu.au.

St Mary’s Primary School follows the Catholic Education Policy as listed on the Catholic Education website.

The policy establishes procedures for the timely and effective resolution of grievances and disputes between an employee (member of staff) and school leaders (Management). The procedures are based on processes to promote respectful consultation, collaboration and negotiation.

The Catholic Education Office (CEO) establishes procedures to ensure the resolution of grievances and disputes between an employee and school leaders. The policy outlines a three stage sequence of procedures and all parties receive procedural fairness as a professional within relevant legislative frameworks.
Section Nine: Community Satisfaction

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

Parents at St Mary's are encouraged to give feedback in a variety of formal and informal ways. The two Open Forums hosted by the Community Council each year offer the chance for parents to give feedback. Parents are also asked to complete an online survey in Term 3 each year giving feedback in a range of areas from teaching and learning to school leadership, resourcing and the opportunities available to the students.

Some of the highlights from the 2015 survey where feedback rating was more than 90% "Agree" and "Strongly Agree" were:

* This school lives and effectively promotes Catholic Values.
* This school is enthusiastic in its approach to teaching and learning.
* This school is managed well.
* There is effective leadership within this school.
* The staff at this school listen to my concerns.
* I am given the opportunity to be involved in the schools activities.

Some areas where we could do better were:

* I believe After School Care is an important service and may use it in the future.
* This school provides sufficient challenges for my child in other areas (eg Sport, Music).
* This school’s student management policy is fair.

Student Satisfaction

Students in years 5 and 6 are surveyed on an annual basis at St Mary’s and they are asked to give feedback on a range of topics such as their experience of the curriculum, pastoral care, their attitudes towards various aspects of school life, etc.

Responses to the following questions where feedback was overwhelmingly positive this year were as follows:

* There is a caring environment at my school.
* I am encouraged to be responsible and respectful.
* I understand the expectations and rules of the school.
* I am encouraged to improve the standard of my work.
* My school has clear rules and expectations.
* I am encouraged to live the gospel values though virtues.

Responses to questions which indicate that there is room for improvement include:

* In class we do interesting things.
* My school has a high academic standard.
**Teacher Satisfaction**

Teachers at St Mary's participate in an annual survey to provide feedback on areas such as school culture, levels of resourcing, etc. The responses were overwhelmingly "Agree" and "Strongly Agree" for almost all questions. Hollowing questions received responses almost all rated "Strongly Agree".

* I have opportunities for professional development.
* I feel my role is important in the school.
* I feel committed to this school.
* Our school encourages student responsibility.
* Leadership staff are open and understanding.

The one question to which a small minority of teachers rated "Disagree" was:

* Change is planned and executed well.
Section Ten: Financial Statement

**Income**
- Commonwealth Recurrent Grants (63.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.5%)
- Fees and Private Income (15.6%)
- Other Capital Income (2.6%)

**Expenditure**
- Capital Expenditure (1.8%)
- Salaries and Related Expenses (77.2%)
- Non-Salary Expenses (21%)

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,505,499</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$731,249</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$618,498</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$103,641</td>
</tr>
<tr>
<td>Total Income</td>
<td>$3,958,887</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$73,191</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,133,941</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$854,970</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$4,062,102</td>
</tr>
</tbody>
</table>

**Notes**
1. Commonwealth Recurrent Grants includes 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, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture.
and Equipment.
7. Salaries and Related Expenditure includes 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.