



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



St Mary's Primary School Young

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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 through our commitment to quality, contemporary teaching and learning experiences and a caring pastoral and welfare program. Our staff promote active and rigorous learning across the curriculum. We are committed to supporting each child to achieve their full potential as identified by our vision, "Empowering the Gifts Within" through dynamic and engaging learning experiences, flexible learning and a nurturing school environment.

St Mary's Primary School encourages collaboration between home, school and parish. In partnership with the parish, we walk in faith with our students, promoting Catholic values in our relationships and in our actions. 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.

The emphasis on character development through the implementation of the Virtues Project supports the friendly, cooperative and respectful school environment the children and their families enjoy.

Our dedicated, highly experienced and enthusiastic staff value 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

We had another great year in 2016 at St Mary's! On behalf of the Leadership Team, we would like to say how much we enjoyed leading St Mary's in 2016! 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 Performing Arts Festival was a great success and every student in the school performed and exhibited art work. Our audiences loved it! The choir and bands really made great progress this year and are sounding fantastic! There were lots of excursions throughout the year including the Ballarat trip for Yr 5 and the Jindabyne trip for Yr 6. We had lots 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, Mother's Day and Grandparents' Day Mass were lots of fun.

Section Two: School Features

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

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, tablets, laptops, desktops and a range of technology across all classrooms and areas of the school, an inclusive and supportive Learning Support Programme, an excellent After School Care Programme and a comprehensive Physical Education and Sport programme offered by a specialist PE teacher. Children are offered many opportunities and these include learning French, Philosophy, Music including the opportunity to join 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 a range of instruments. 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 a rigorous Wellbeing Programme in line with Kidsmatter and a Christ-centred response to the spiritual, social and emotional needs of students and families in our community. Kidsmatter 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 of 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. The Virtues Project continues to build teacher capacity to provide companioning and mediation support to students who are challenged emotionally through issues such as 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 and a programme to support children experiencing grief and loss, Seasons for Growth. 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 2016:

Girls	Boys	LBOTE*	Total Students
194	182	2	376

* 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 2016 was 92.27%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92%
Year 1	93%
Year 2	91%
Year 3	94%
Year 4	93%
Year 5	93%
Year 6	91%

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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
26	11	37

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

Percentage of staff who are Indigenous	1.5%
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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+)
- 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.

Section Six: Academic Profile

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	46%	49%	25%	11%
	Writing	62%	49%	7%	6%
	Spelling	46%	46%	21%	12%
	Grammar and Punctuation	56%	52%	10%	10%
	Numeracy	34%	36%	16%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	39%	35%	15%	15%
	Writing	11%	17%	15%	18%
	Spelling	31%	30%	13%	18%
	Grammar and Punctuation	57%	36%	7%	15%
	Numeracy	20%	29%	11%	17%

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 2016

Teachers use an agreed set of formative and summative assessment data to know their students, track student progress and to inform teaching and learning.

- Agreed set of formative and summative assessment data
- Data wall enables shared access to evaluating student achievement, tracking progress and informing programming, differentiation and learning
- Evidence data analysis informing student learning

Learning for all children at St Mary's is relevant, authentic, engaging and at the appropriate level of challenge.

- Curriculum programmes show evidence of differentiation with regards to children's abilities and interests
- Authentic learning opportunities
- Students actively engaged in assessing and directing their own learning
- Teachers implement an increased range of pedagogical practices

Consistent approach to planning, pedagogy and assessment in Maths.

- A clear structure/framework for problem solving K-6
- Ongoing assessment information on student progress gathered to inform teaching and learning
- Each class resourced appropriately and equally

Priority Key Improvements for 2017

The school ethos is built around trust, high expectations, a commitment to excellence and members of the community feel a sense of belonging and pride in the school through a range of identified initiatives and clear processes.

- A clear, comprehensive policy for promoting positive behaviour and dealing with complex and disruptive behaviours
- Parents and families are encouraged as partner's in their children's learning.
- The school provides an attractive, flexible, stimulating environment inside and outside the classroom.

Teachers at St Mary's confidently deliver the curriculum using a range of effective pedagogical practices to meet the children's needs through identification and adoption of

agreed practices.

- Teachers confidently navigate the curriculum documents in each KLA to make discerning decisions about programmes based on curriculum and the children as learners
- School leaders collaborate with teachers providing feedback on teaching and partnering to provide effective teaching strategies
- Promoting deep learning by emphasising underlying principles, concepts and big ideas
- Continued focus on collection and analysis of data to inform student learning.

Section Eight: School Policies

Student Welfare Policy

St Mary's Student Welfare Policy functions under the banner of the Kidsmatter Wellbeing Project - a multifaceted framework 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 recognise 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>.

The Archdiocese of Canberra & Goulburn CE 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 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 CE monitors the implementation of this policy. The full text may be accessed on the CE website. St Mary's follows the CE Policy as listed on the CE website. The policy establishes procedures for the timely and effective resolution of grievances and disputes between an employee and school leaders. The procedures are based on processes to promote respectful consultation, collaboration and negotiation. The CE establishes procedures to ensure resolution of grievances and disputes. 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

The opinions of parents, students and teachers were sought covering a range of aspects including school effectiveness. St Mary's parents believe overwhelmingly that the school is a safe and happy place for their child/ren. Parents expressed their appreciation at being encouraged to participate in school activities and being invited to offer opinions on matters concerning school organisation through an active Community Council. Parent participation both in the classroom and at whole school events was prominent and welcome. Parents expressed high levels of satisfaction with regards to communication between home and school. They believe that the school is committed in its approach to providing quality teaching and learning. Parents felt that they could approach the school with any concerns and that staff would deal with these concerns appropriately and quickly.

Student Satisfaction

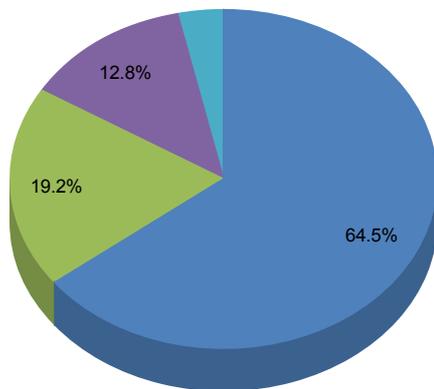
Student survey results showed that students had a very positive opinion of their school, finding it supportive and safe and overwhelming believe that they receive a good Catholic education at St Mary's. Students enjoyed the many opportunities that were offered throughout the year and enjoyed the many opportunities to celebrate their achievements. The children appreciate the opportunity to participate in a range of activities and the school is always seeking to expand the options available to them. Children reported a strong belief in how the teachers care for them and that they find lessons interesting. They believe they are making good progress at St Mary's. The vast majority of the students would recommend this school to others.

Teacher Satisfaction

Teacher satisfaction was positive, many citing working within a positive and collegial atmosphere where they feel supported. Surveys were provided to all members of the school community. The National School Improvement Tool was utilised to identify areas of strength as well as areas for growth. Staff felt that the St Mary's community is a strong, supportive community which supports students, colleagues and families. Teachers believe they have the resources they need to deliver a high quality curriculum to the students. Staff identified mental health and wellbeing as an area for development for students and staff which has led to the introduction of mental health and wellbeing surveys, frameworks and strategies are being implemented. Staff agree that prayer is important at St Mary's.

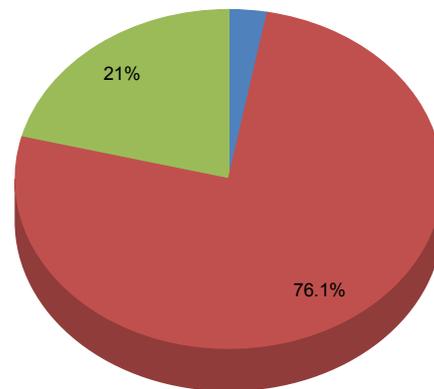
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (64.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.2%)
- Fees and Private Income (12.8%)
- Other Capital Income (3.5%)

Expenditure



- Capital Expenditure (2.9%)
- Salaries and Related Expenses (76.1%)
- Non-Salary Expenses (21%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,767,083
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$824,832
Fees and Private Income ⁴	\$547,426
Other Capital Income ⁵	\$148,652
Total Income	\$4,287,993

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$124,275
Salaries and Related Expenses ⁷	\$3,244,601
Non-Salary Expenses ⁸	\$896,884
Total Expenditure	\$4,265,760

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.