

St Mary of the Angels Primary GUYRA
Annual School Report to the Community

2016



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Principal

Mrs Sharon Wittig

ABOUT THIS REPORT

St Mary of the Angels Primary is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

Principal's Message

St Mary of the Angels School provides a high quality Catholic Education in a warm, caring, rural environment. Parental involvement is a high priority, with our School Board providing wonderful guidance and support. Our active P & F provide not only funding but also a physical presence that enhances the life of the school, parish and local community. The close relationship between staff and students is evident in everything that happens within the school. The high standards of behaviour and self-discipline are widely acknowledged by parents and visitors to our school. The school motto "Strive Ever Higher" forms a basis for our approach to all areas of school life.

Personalised learning that encourages children to achieve to their highest potential is a feature of planning across all classes. The Diocesan mission to proclaim, witness and serve is a key focus and active part of our school culture. Through personal relationships, the school endeavours to make faith a living and breathing part of daily life.

Parent Body Message

It has again been a pleasure to chair the School Board at St Mary of the Angels. At the beginning of the year we were pleased to see the completion of our school library which was relocated to increase learning space for our growing student numbers.

Throughout the year our Board assisted the Principal with guidance on matters of enrolment and staffing. We helped to set and oversee the school budget and are pleased that our finances are running smoothly with money set aside for special projects and to enable additional staffing to assist in achieving goals from our Annual Improvement Plan. We responded to a commissioned Tree Audit and assisted in the organisation of a working bee to remove dangerous trees, identified branches and remove debris to make our school safer. We worked on policies and procedures and viewed the new Complispace website.

I would like to thank our school staff for their enthusiasm and dedication to our students. It is a pleasure working with them,

Board Chairperson 2016

Student Body Message

In 2016 we had a large group of Student Leaders to share responsibilities and help out with many things around the school. St Mary of the Angels values its senior students and that gives us lots

of opportunities to have a say and to help out. We were all involved in the "Buddy Program" which pairs older and younger students together. We helped our little buddies in learning to read, socialising in the playground and participating in activities like going to mass and enjoying sporting events.

Senior students have a number of jobs that are allocated to them to help our school run smoothly. We all took turns in taking responsibility for these jobs. A major responsibility is taking care of the sporting equipment so that students have access to equipment at all break times. This helps everyone to learn new skills, play together and to keep fit. The P & F spent over \$2000 on new equipment so we had lots of gear to borrow and to take care of.

The most exciting part of our year was definitely the Canberra excursion. We have been looking forward to this since Kindergarten and no-one was disappointed. Best of luck to next year's Year 6.

Year 6 2016

SECTION TWO: SCHOOL FEATURES

St Mary of the Angels Primary is a Catholic systemic Co-educational School located in GUYRA.

St Mary of the Angels Primary School was established in 1919 by the Ursuline Sisters and is located in Guyra on the Northern Tablelands. St Mary of the Angels has had associations with the Ursuline, Dominican and the Mercy Sisters since its inception. St Mary of the Angels is currently staffed by lay teachers and provides an outstanding education for students from K-6. The school's current enrolment is 88 students. In 2008 a new school was built on the current site which provides modern, purpose built classrooms and additional facilities. Much of the old school building was demolished leaving the original Ursuline classrooms which have since been refurbished and are used as our school and parish hall. St Mary of the Angels will celebrate its centenary in 2019.

In addition to excellent academic programs, St Mary of the Angels offers a wide range of sporting, cultural and community involvement opportunities. The school participates in the Musica Viva program which provides a wide range of orchestral and musical concerts to rural communities. The school celebrates the talents of students in a Creative Arts evening which showcases music, dance and drama. Opportunities are also available to participate in Eisteddfods and Catholic Schools Celebrate concerts on a bi-annual basis.

Physical education and sport is very important at St Mary of the Angels. Students have access to a wide variety of sporting equipment at morning, recess and lunch breaks. Students are taught basic skills in a number of recreational sports which encourage them to participate in weekend competitions. These sports include tennis, golf, lawn bowls, soccer and touch football. Good sportsmanship and fairness is at the forefront of all sporting activities.

Service to others is a key focus at St Mary of the Angels. Students regularly visit the local age care facility and have developed a long and lasting relationship with the residents through shared activities which include reading, talking singing, craft and games mornings. Senior students love to assist with Meals on Wheels deliveries. Our school takes great pride in contributing to our community through ANZAC Day, Rotary carnivals, Remembrance Day and contributing to the annual agricultural show.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2016:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 44 | 43 | 0 | 87 |

* Language Background Other than English

Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

Student Attendance Rates

The average student attendance rate for 2016 was 93.00%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | |
|--------------------------------|--------|
| Kindergarten | 92.00% |
| Year 1 | 93.00% |
| Year 2 | 94.00% |
| Year 3 | 95.00% |
| Year 4 | 93.00% |
| Year 5 | 92.00% |
| Year 6 | 92.00% |

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;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 6 | 6 | 12 |

* This number includes 4 full-time teachers and 2 part-time teachers.

| | |
|--|----|
| Percentage of staff who are Indigenous | 0% |
|--|----|

Professional Learning

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

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

| | |
|---------------|---|
| Term 1 | Guaranteed Curriculum and Development of Proficiency Scales |
| Term 2 | Faith Development - Seven Acts of Mercy |
| Term 3 | Core Catholic Principles and Values - " Sanctity of Life" |
| Term 4 | Board of Studies Persuasive Writing Course |

During 2016 all staff members completed WHS modules on Child Protection, Discrimination, Harassment and Bullying and Australian Privacy Laws.

Professional Development for the Leader of Learning and Principal centred on developing Professional Learning Teams and encouraging collaboration across the school to encourage shared ownership of student learning and wellbeing.

Faith formation was focused on Catholic Principles and Values emphasising the Sanctity of Life and the Year of Mercy.

Other professional development opportunities were accessed by Learning Teams and individual teachers.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies, Teaching and Educational Standards, NSW:

| Teacher Qualifications | | Number of Teachers |
|------------------------|--|--------------------|
| 1 | Those having formal qualifications from a recognised higher education institution or equivalent. | 6 |
| 2 | Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 0 |

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

St Mary of the Angels Primary follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

The strong Religious Education Curriculum taught to our students was complemented by the celebration of fortnightly Mass. Students acted out their learning through service to others by their volunteer work within the community.

Masses were celebrated each fortnight with students taking an active part in the presentation of liturgies. Mass themes were carefully selected to enhance learning about the liturgical seasons and to complement themes being studied in class. There was an open invitation for parishioners and parents to attend school Masses. During 2016 the sacraments of reconciliation and First Eucharist were celebrated within the Parish..

In 2016 St Mary of the Angels School also assisted in organising and running ecumenical services during Lent and Advent. As a faith filled community, spiritual and faith formation are an important part of life at St Mary of the Angels. During 2016 Parish members and staff joined together for four Twilight Retreats.

Our school continued to learn about and promote Core Catholic Principles and Values. The focus of learning for 2016 was the Sanctity of Life. Through education, faith and spiritual formation it is hoped that our parents, teachers and students will become more confident to name, understand and articulate these core principles that our school's faith is built on.

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

| Our School's average result (as a mark out of 50) | |
|---|-------|
| Year 6 | 38.10 |

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

St Mary of the Angels School values each and every individual child in our care. It is therefore important to us that each individual child's needs are met. An important feature of our school curriculum is the dedication of teachers to ensure that this happens. Quality learning tools are incorporated into class programs to allow students to manage their own learning at an appropriate pace and level. Students monitor this through matrices, rubrics, graphing and recording. Programs reflect an awareness of individual learning. Personal learning plans are in place for students with needs requiring special learning targets.

With the introduction of more advanced technologies the school has made a great effort to bring technology to life within the classrooms. Websites are carefully selected to enable students to access literacy and numeracy skills in a format that allows teachers to monitor progress and accelerate learning. During 2016 the school purchased additional iPads and chrome notebooks to ensure that students have access to adequate technology for learning. During 2016 internet services were upgraded to provide more powerful and reliable data access.

St Mary of the Angels is the only Catholic school within the Diocese that provides a yearlong Transition to school program. This Transition class operates each Wednesday and teaches vital social skills that allow children to make a smooth transition from home to school. The program also provides excellent foundations in literacy and numeracy, allowing students to excel in their first years of schooling.

St Mary of the Angels is proud of the sporting opportunities offered to its students from Kindergarten to Year 6. Whole School programs operate for cross country, athletics, and swimming. Students participate in local PSSA events with other local schools before moving on to Diocesan and Polding levels. The school promotes the development of fundamental movement skills through daily PE programs and gymnastic facilities available to the students.

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

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

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

| NAPLAN RESULTS 2016 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-----------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Reading | 50.00% | 49.40% | 10.00% | 11.50% |
| | Writing | 50.00% | 48.80% | 0.00% | 6.20% |
| | Spelling | 40.00% | 46.40% | 0.00% | 12.40% |
| | Grammar | 30.00% | 52.50% | 0.00% | 9.60% |
| | Numeracy | 10.00% | 35.60% | 10.00% | 13.40% |

| NAPLAN RESULTS 2016 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-----------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Reading | 25.00% | 35.30% | 25.00% | 15.50% |
| | Writing | 0.00% | 17.20% | 0.00% | 18.10% |
| | Spelling | 50.00% | 29.80% | 12.50% | 17.20% |
| | Grammar | 37.50% | 36.30% | 12.50% | 15.00% |
| | Numeracy | 12.50% | 28.30% | 25.00% | 16.50% |

Student Welfare Policy

No changes were made to this policy this year.

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

Discipline Policy

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

No changes were made to this policy this year.

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

Anti-Bullying Policy

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies 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 Schools Office monitors the implementation of these policy. No changes were made to

the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

Initiatives Promoting Respect and Responsibility

Student leadership forms a major part of the culture of Respect and Responsibility that makes up the warm and caring climate of our school. St Mary of the Angels actively promotes Catholic Values with respect and responsibility being a core element. Our student leaders act as great role models for younger students and accept responsibility for specific tasks around the school. During 2016 the school contributed to society and civic life through participation in ANZAC and Remembrance Days and other community/school initiatives. The values of care and compassion were modelled in fortnightly visits to the local aged care facility and participation in Seniors Week celebrations.

During 2016 senior students from St Mary of the Angels School modelled respect and responsibility by participation in the Meals on Wheels program. Students assisted volunteers to deliver meals to the elderly and sick residents from the local community.

In-school initiatives to promote respect and responsibility included senior students acting as "Buddies" to younger students to assist with the development of social skills and safe eating programs.

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

Key Improvements Achieved in 2016

During 2016 Faith Development was centred on the Year of Mercy and implementation of Core Catholic Principles and Values with a special emphasis on the Sanctity of Life. Staff attended professional development provided by the Bishop and further formation was led by the school REC. Teachers worked to include these principles across all KLA's.

Student learning became the focus of all Professional Learning Teams. Student achievement was seen as a whole school commitment rather than a class concern. Teachers worked together to develop proficiency scales in Mathematics to encourage both higher achievement and student self-assessment. Extension Maths groups helped to accelerate student growth and develop an enthusiastic and positive approach to Mathematics. Intensive work in literacy groups helped all students K-2 meet Diocesan targets so that individual withdrawal for intervention is not necessary for 2017.

Teachers evaluated their strengths and learning goals and created informal Professional Learning Plans. They accessed professional learning opportunities to assist them to meet these goals. More formal work needs to continue on this in 2017.

Priority Key Improvements for 2017

Prioritising of Religious Education curriculum to ensure explicit teaching targeted to core content. This will be reflected in changes to Scope and Sequence documents, class programs, visual stimuli and revised prayer expectations.

To increase student growth in Mathematics by more targeted use of assessment and proficiency scales, better analysis of data and more effective differentiated teaching and learning.

To explore ways that the Leader of Pedagogy can support both teachers and students in improving their learning through modelling, observing and mentoring.

To improve the use of IT Access and Google Education across the school.

To implement initiatives that contribute to staff and student wellbeing including the use of the Teachers Wellbeing Kit and intensive work on relationship building.

To encourage staff to identify personal learning goals through exploration and personal reflection carefully linked to the AITSL Teacher Performance and Development Framework.

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

In 2016 St Mary of the Angels conducted an independent survey of all parents. The survey covered a range of questions in the following areas; Leadership, Resources, General, Improvement Process, Catholic Ethos, Teaching and Learning. The overall score in all areas was the highest rating of "Excellent".

Perhaps the parents responses could be summed up by the following quote "Professional, welcoming, compassionate staff; clear and consistent expectations of student behaviour; supports faith development; regular channels of communication; staff have many opportunities for professional development; supportive parent body; positive feedback given to children in a variety of different forms; community involvement by staff and students."

Our parent body is still struggling with the change of Parish Priest. Some parents expressed concern about catering for students during extreme cold weather. They suggested more availability for hot lunches, as well as warmer, protected play areas. Although the school had a major focus on extension initiatives in Mathematics, one parent expressed the desire for earlier programs for students struggling with Maths concepts.

Student Satisfaction

In 2016 we conducted an independent survey of students in Year 4 and 6. The survey covered a range of questions in the following areas; Leadership, Resources, General, Improvement Processes, Catholic Ethos, Teaching and Learning. The average overall score in all areas was the highest rating of "Excellent".

Students were very appreciative about the amount of sport and the opportunities that are offered to them. They love having sporting equipment available to them at all break times. The children recognised the wonderful relationship that exists between staff and students. Staff are seen as caring, helpful and friendly. The children notice the atmosphere of the school where bigger and smaller children care for each other. "I like how the school is run with such love, care and support."

Students commented on the need for lunch tables to be cleaned more regularly. They also recognised the need for students to take personal responsibility for cleaning up the playground

and putting their rubbish in the bin. Students would like larger learning spaces and would like to utilise the library more. Some students would like constant access to small screen devices instead of active play.

Teacher Satisfaction

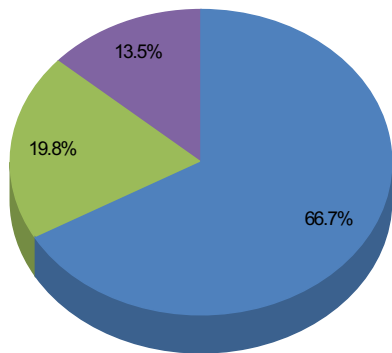
In 2016 St Mary of the Angels conducted an independent on-line survey of all staff within the school. The survey covered a range of questions in the following areas; Leadership, Resources, General, Improvement Processes, Catholic Ethos, Teaching and Learning. The average overall score in all areas was the highest rating of "Excellent".

Because of the small size of our school and the nature of the survey, only a limited number of responses from staff were reported in survey results. Staff expressed a very high level of job satisfaction. They noted a definite love of the children and of learning. St Mary of the Angels is seen as a collegial, supportive and dedicated workplace.

Although no negative comments were reported in the survey, one staff member expressed the desire to access further leadership training and opportunities. A desire for improved provisions during cold weather was also noted. The schools current focus on assessment was reinforced by staff members wishing to refine whole school assessment strategies to ensure more targeted learning for every student.

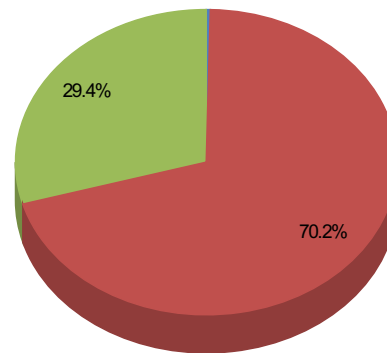
SECTION ELEVEN: FINANCIAL STATEMENT

Income



- Commonwealth Recurrent Grants (66.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (13.5%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.3%)
- Salaries and Related Expenses (70.2%)
- Non-Salary Expenses (29.4%)

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

School Financial Information for the 2016 year is detailed below:

| RECURRENT and CAPITAL INCOME | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$779,009 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$230,837 |
| Fees and Private Income ⁴ | \$157,426 |
| Other Capital Income ⁵ | \$0 |
| Total Income | \$1,216,684 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------------|
| Capital Expenditure ⁶ | \$4,029 |
| Salaries and Related Expenses ⁷ | \$825,891 |
| Non-Salary Expenses ⁸ | \$346,080 |
| Total Expenditure | \$1,176,000 |

For the 2016 year the St Mary of the Angels Primary received \$49,412 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

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.