

Annual School Report 2019 School Year

St Mary's Primary School, Armidale



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Principal
Alanna McRae

About this report

St Mary's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report provides the 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 to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements and is supplementary to school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2020 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6772 4441 or by visiting the school's website <http://stmarysarmidale.catholic.edu.au>.



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Mary's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

St Mary's Catholic Primary School was founded in 1848 by the lay of the community. The school's story and traditions have been shaped by the Ursuline sisters, the Patrician brothers and the De La Salle brothers and is the oldest school in the Armidale Diocese. The staff, students and parents of St Mary's form a close knit educational community.

This report highlights the school's quality teaching and learning experiences, while featuring our achievements and our participation in a variety of events. It reflects the School's Mission Statement and school motto "Serviam", to serve. St Mary's Catholic Primary School is a learning community that is founded on the traditions of our Catholic faith, developing students that embrace compassion and respect for all. Learning is student-directed, rigorous and hands-on. Learning environments are inclusive, collaborative and interdisciplinary centred in a culture of excellence. Students engage with global networks and develop strong connections to the local and wider community.

This report reflects on all that has been achieved and realised throughout the year. I hope that all members of the community continue to feel a sense of pride and achievement in our school.

Alanna McRae
Principal

1.2 A Parent Message

During 2019 the Parents and Friends Association (P & F) met twice a term. The Principal and the parish priest are ex-officio members of the P & F and all parents/carers of students attending the school, school staff and friends of the school who are interested in supporting the aims of the Association are welcome to be members.

The P & F held several successful fundraisers and social events throughout the year including Mother's and Father's Day stalls and a fete. The P & F were also involved in hosting or providing support and catering for the Welcome BBQ, the school's Annual Art Show, the swimming and athletics carnivals, and morning teas at Grandparents Day and our Starting School Morning. These events provided the school community with the opportunity to meet and mix on a more social level as parents/carers, grandparents and staff. The money that the P & F raises goes to buy resources for classrooms and other items that the students can utilise throughout the school.

The School Advisory Council met each term to provide advice to the Principal and parish priest on the Annual Improvement Plan, finance, maintenance and public relations.

I thank all those who have given time and/or provided goods or services to help support our school. Thank you to members of the P & F and School Advisory Council who have dedicated time and provided advice over the past year. I encourage all parents and community members to consider giving time to help at school events as it benefits all our children.

Jodie Cox
President
Parents and Friends Association

2.0 This Catholic School



2.1 The School Community

St Mary's Primary School is located in Armidale and is part of the Ss Mary and Joseph Cathedral Parish which serves the communities of Armidale, Uralla, Walcha, Bundarra and Guyra, from which the school families are drawn.

Last year the school celebrated 172 years of Catholic education.

The parish priest, Fr Roel Llave, is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Mary's Primary School 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.

Throughout the year, St Mary's Primary School celebrated Mass together at least once each term. Primary grades attended Mass each fortnight with the parish. The children participated reverently and prayerfully in Holy Week celebrations, including Stations of the Cross. The school participated in Marriage and Family Week with Grandparents invited to visit classrooms and enjoy morning tea after the whole school Mass for the Feast of St Joachim and Anne. Family masses were celebrated once or twice per term at the regular Sunday 10am Mass.

A school based Lenten program and three twilight prayer sessions were offered in 2019 for staff and parents. On Holy Thursday, students presented the Stations of the Cross tableaux to parents. During Advent, students in Kindergarten to Year 4 presented Christmas Prayer Assemblies. The End of School Mass was celebrated in the final weeks of the school year and included a farewell for Year 6 students. Primary students were altar servers for both daily and weekend masses. Students in primary grades had the Sacrament of Reconciliation provided each term. The school supported the parish based sacramental program as students prepared in Year 2 for Reconciliation, Year 3 for Eucharist and Year 6 for Confirmation. Priests from the parish visited classrooms each term.

The school's Mini Vinnie's group was involved in mission work throughout the year including fundraising for Australian farmers. It was decided not to participate in the annual Christmas Appeal as it felt that many school families were suffering the effects of both the drought and bushfires at that time and this would have been an added burden. Catholic Mission month was celebrated in October, where Jaqui Toakley from Catholic Mission talked to students in Years 3 to 6 about the work that they do. Students raised money for Catholic Missions with the annual coin line.

In Staff Formation, new teachers and education assistants attended the New Employees Retreat. Ancillary staff were given the opportunity to attend their own retreat. All other staff had the opportunity to attend the whole school retreat at Echidna Gully and the Diocesan Teachers' Retreat. The Assistant Principal and Religious Education Coordinator attended the Assistant Principal Retreat and the Religious Education Coordinator Conference respectively. Teaching staff were able to participate in Storytelling Practices and Prayer Formation during staff meetings. All new staff attended a Catholic Schools Office led day introducing them to Storytelling in the RE space.

The parish administrator is a member of the School Board and the Principal and Acting Religious Education Coordinator are members of the Parish Pastoral Council.

Students in Year 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 | 21 |



2.3 School Enrolment

St Mary's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

| | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | TOTAL 2019 | TOTAL 2018 |
|---------------|--------|--------|--------|--------|--------|--------|--------|------------|------------|
| Male | 20 | 32 | 23 | 30 | 26 | 19 | 28 | 178 | 169 |
| Female | 32 | 21 | 18 | 18 | 18 | 29 | 29 | 165 | 154 |
| Totals | 52 | 53 | 41 | 48 | 44 | 48 | 57 | 343 | 323 |

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the Principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the Principal to discuss the leave request.

The average student attendance rate for the school during 2019 is shown in the following table.

| | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|---|--------|--------|--------|--------|--------|--------|--------|-----------|
| Average Student Attendance Rates | 88.0% | 93.0% | 92.0% | 93.0% | 92.0% | 92.0% | 93.0% | 91.9% |

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;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- 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;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- 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 previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non attendance is an issue and previous strategies have failed, the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

| Teacher Qualifications / Staff Profile | | Number of Teachers |
|--|--|--------------------|
| 1. | Those teachers at the NESA Teacher Accreditation Provisional or Conditional level. | 1 |
| 2. | Those teachers at the NESA Teacher Accreditation Proficient level. | 24 |
| 3. | Those teachers at the NESA Teacher Accreditation Highly Accomplished level. | 0 |
| 4. | Those teachers at the NESA Teacher Accreditation Lead level. | 0 |
| 5. | Teachers with recognised qualifications to teach Religious Education. | 20 |
| 6. | Number of staff identifying as Indigenous employed at the school. | 2 |
| 7. | Total number of non-teaching staff employed at the school. | 11 |

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

- St Mary's Primary School enjoys a strong history of service to others and the promotion of Respect and Responsibility. The school promotes and participates in many community events and works to ensure that students have a strong sense of responsibility for themselves and the way they treat others, resulting in a community of respect.
- The school supports students in understanding their emotions and encourages self regulation through several programs that were implemented in the school. The Zones of Regulation program has been in place for several years and in 2019 it was linked with the Mindfulness and



Meditation program of Peaceful Kids. These programs work together to assist students to understand the way that their bodies and minds work together and how they can recognise and respond to these feelings appropriately.

- Senior students conduct 'Peace Patrol' during lunch breaks. This initiative puts Year 6 students in the playground to address issues that involve things such as a child who cannot find someone to play with or children who need help with playing a game at lunch. This, along with our 'buddy class' system, promotes students working together to help each other and allows for students to form relationships with students from other year groups.
- Staff use Restorative Practice when dealing with discipline issues. This assists students in understanding their behaviour, its impact on others and ways that they can improve their future decision making.

2.7 Parent, Student and Teacher 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 Catholic Schools Office organised an independent confidential survey of Parents by Survey My School. Parents were offered the opportunity to provide comprehensive feedback across 28 areas that fell into three categories: 1. The school is a safe and supportive environment 2. Teachers engage students in the learning/teacher expectations 3. The school embraces its Catholic Identity. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3 respectively. The percentage of eligible respondents completing the survey was 47%, which was considered very good.

The areas of strongest satisfaction for parents with scores above 2.2 out of 3 included Catholic Identity, Safe and Supportive Environment, School Facilities, interaction with Staff and Student Learning. Areas for improvement with scores of 1.8 or below included management of behaviour and explicit targets for improvement communicated.

Student Satisfaction

The Catholic Schools Office organised an independent confidential survey of Students by Survey My School. Students in Year 4 to 6 were offered the opportunity to provide comprehensive feedback across 22 areas that fell into three categories: 1. The school is a safe and supportive environment 2. Teachers engage students in the learning/ teacher expectations 3. The school embraces its Catholic Identity. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3 respectively. The percentage of eligible respondents completing the survey was 57% which was considered excellent.

Areas of strong satisfaction for students with scores of 2.2 and above include teachers caring for students, the school celebrates student achievement, teachers communicating what students are to learn and why, religion is taught well and students are encouraged to do their best, be involved in prayer, care for others and be good community members. Areas for improvement with scores below 1.8 are listening to student voice.

Staff Satisfaction



The Catholic Schools Office organised an independent confidential survey of Parents by Survey My School. Staff were offered the opportunity to provide comprehensive feedback across 42 areas that fell into three categories: 1. The school is a safe and supportive environment 2. Teachers engage students in the learning/teacher expectations 3. The school embraces its Catholic Identity. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3 respectively. The percentage of eligible respondents responding was 79% which was considered excellent.

Areas of strong satisfaction for staff with scores above 2.4 out of 3 included satisfaction of resources to carry out job, facilities and cleanliness of facilities, clear expectations of effective teaching strategies across the school and involvement in prayer life. Areas for improvement with scores of 1.6 or below included balance of time allocation for curriculum delivery and time for gathering and analysing student information.

3.0 Teaching and Learning

3.1 School Curriculum

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

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Mary's Primary School is committed to providing a quality education that meets the needs of all students.

The 2019 year started with all classes doing 'A Quality Beginning Program', a two to three week focus establishing positive behaviours for learning, routines and expectations and introducing key focuses including VCOP (Vocabulary, Connectives, Openers and Punctuation) process and learning intentions. Dedicated work by St Mary's staff resulted in improved student learning and progress across the year. MiniLit continued to be offered to targeted students in 2019 and InitaLit was continued in Kindergarten and implemented in Year 1 as an approach for Literacy Instruction.

Teachers engaged with the new Science and Technology syllabus and implemented quality units in this KLA.

Teachers also engaged with the new PDHPE syllabus to be implemented in 2020, identifying the changes that were evident, working on scope and sequences for this KLA and unpacking the Towards Wholeness aspects to be added. Staff embedded the English block and implemented VCOP and Big Write in all classrooms.

A continued whole school focus on data analysis better enabled teachers to set specific learning targets and outcomes for each child. The Data Action Plan process and staff data literacy continued to be a focus for Professional Learning Teams.

Years 2 to 6 students undertook ACER PAT Reading and Maths, Year 1 completed the Marie Clay Suite and Kinder Best Start assessments in the first few weeks of the school year providing valid achievement data for these students as formative assessment for learning. Personalised Learning Plans (PLPs) for all Aboriginal students were developed with parents and students using a platform of discussion during Aboriginal Family Forums.

The continuation of the Leader of Pedagogy role supported the Diocesan Learning Enhancement Strategy K-2, data analysis and further development of the Catholic Professional Learning Teams structures. This role focused on further developing a culture of co-teaching and flexible learning spaces along with the implementation of the English unit, VCOP and the Big Write. Staff worked on developing a consistent K-6 Maths block structure led by the Leader of Pedagogy. This was assisted by Leaders of Learning in each stage to support curriculum and pedagogy.



Professional Learning Team meetings were held weekly to set SMART goals, plan learning and assessment tasks, analyse student data and plan appropriate interventions. These meetings ensure a consistent contemporary approach to the teaching of Literacy and Numeracy and effective use of student achievement data from a range of formal and informal assessment approaches. This allowed for the further development of common assessment tasks across all grades, common rubrics, matrices and marking criteria K-6 and effective support for differentiation of learning in Reading, Spelling and Mathematics. Case Management was in place and teachers met several times a year with the Leader of Pedagogy, Student Support Teacher and Principal or Assistant Principal to discuss progress and strategies to assist these children.

Other learning opportunities offered included Brain Olympia, Kids Lit Quiz, St Joseph's Cup Public Speaking, choirs, orchestra and percussion band, Eisteddfod, chess, International Competitions and Assessments for Schools (ICAS) and representative sport at Diocesan, Polding and State levels. St Mary's maintains a strong community presence that includes Mini Vinnies, the ANZAC Day ceremony and Autumn Festival participation.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 48 students presented for the tests while in Year 5 there were 48 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Mary's Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis.

The following data indicates the percentage of St Mary's Primary School students in each band compared to the State percentage.



| Year 3 NAPLAN Results in Literacy and Numeracy | | | | | | | | | | | | |
|--|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| Percentage of students in Bands 1 to 6 | | | | | | | | | | | | |
| BAND | 6 | | 5 | | 4 | | 3 | | 2 | | 1 | |
| | State | School | State | School | State | School | State | School | State | School | State | School |
| Reading | 16.5 | 15.2 | 26.2 | 15.2 | 18.5 | 10.9 | 15.5 | 15.2 | 6.7 | 13.0 | 1.8 | 4.3 |
| Writing | 15.1 | 6.5 | 38.7 | 39.1 | 28.7 | 32.6 | 12.1 | 13.0 | 3.8 | 8.7 | 0.8 | 0.0 |
| Spelling | 24.3 | 13.3 | 26.3 | 17.8 | 17.0 | 26.7 | 6.1 | 17.8 | 3.1 | 8.9 | 0.9 | 11.1 |
| Grammar and Punctuation | 4.1 | 22.2 | 10.9 | 8.9 | 18.7 | 17.8 | 12.0 | 11.1 | 6.3 | 15.6 | 2.4 | 2.2 |
| Numeracy | 12.8 | 11.1 | 24.3 | 28.9 | 29.4 | 22.2 | 19.8 | 13.3 | 6.7 | 8.9 | 2.6 | 11.1 |

| Year 5 NAPLAN Results in Literacy and Numeracy | | | | | | | | | | | | |
|--|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| Percentage of students in Bands 3 to 8 | | | | | | | | | | | | |
| BAND | 8 | | 7 | | 6 | | 5 | | 4 | | 3 | |
| | State | School | State | School | State | School | State | School | State | School | State | School |
| Reading | 10.5 | 15.2 | 27.4 | 21.7 | 32.6 | 34.8 | 16.0 | 17.4 | 8.5 | 4.3 | 2.3 | 2.2 |
| Writing | 3.5 | 6.5 | 10.9 | 13.0 | 30.8 | 34.8 | 36.7 | 21.7 | 11.6 | 15.2 | 6.5 | 8.7 |
| Spelling | 7.9 | 6.5 | 21.6 | 15.2 | 30.4 | 32.6 | 24.7 | 23.9 | 9.1 | 13.0 | 3.0 | 4.3 |
| Grammar and Punctuation | 8.4 | 6.5 | 17.5 | 23.9 | 27.5 | 23.9 | 24.9 | 19.6 | 11.9 | 15.2 | 3.7 | 4.3 |
| Numeracy | 4.0 | 6.5 | 13.0 | 19.6 | 37.8 | 34.8 | 30.4 | 32.6 | 10.0 | 4.3 | 2.1 | 2.2 |



3.3 Teacher 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.

Whole staff development day professional learning activities in 2019 were:

| Staff Professional Learning Activity | Date | Presenter |
|--------------------------------------|------------|--|
| Big Write & VCOP | 29/01/2019 | Dale Cain, Catherine Stephen & Louise Reinke |
| Diocesan Learning Conference | 11/06/2019 | Various |
| Diocesan Learning Conference | 12/06/2019 | Various |
| Staff Retreat | 22/07/2020 | Anne Finlayson |
| Digital Technologies | 20/06/2019 | Catherine Stephen |
| Assessment Rich Tasks | 01/08/2019 | Catherine Stephen |
| Maths Part 2 | 31/10/2019 | Catherine Stephen |
| Maths Part 1 | 12/09/2019 | Catherine Stephen |
| Literacy Block | 06/03/2019 | Catherine Stephen |
| Faith Formation | 10/04/2019 | Teonie Flynn |
| Moderation of Big Write | 22/05/2019 | Catherine Stephen |
| Peaceful Kids | 24/07/2019 | Teonie Flynn, Louise Reinke |
| PDHPE Curriculum | 31/07/2019 | Louise Reinke, Catherine Stephen |
| Literacy Block | 14/08/2019 | Catherine Stephen |
| PDHPE Curriculum | 21/08/2019 | Catherine Stephen, Louise Reinke |
| Student Tracking Cards | 16/10/2019 | Catherine Stephen |
| PDHPE | 23/10/2019 | Catherine Stephen, Louise Reinke |
| PDHPE cont | 30/10/2019 | Catherine Stephen, Louise Reinke |
| Science Unit Planning | 27/11/2019 | Louise Reinke |
| Religious Education Curriculum | 03/04/2019 | Teonie Flynn |
| Religious Education Curriculum | 29/05/2019 | Teonie Flynn |
| Religious Education Curriculum | 20/11/2019 | Teonie Flynn |
| Introduction to Compass | 13/03/2019 | Louise Reinke, Alanna McRae |

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' 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 Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's website <http://stmarysarmidale.catholic.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>.

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Mary's Primary School. Christ's teachings therefore should relate to how staff develop student self-discipline. The school community believes in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. Staff aim to bring this about in the school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Mary's Primary School have the right to be treated:

- justly
- respectfully
- fairly

No changes were made to the 'Pastoral Care Policy' this year.

The full text of the school's 'Pastoral Care Policy' may be accessed on the school's website <http://stmarysarmidale.catholic.edu.au> or at the administration office.

4.3 Student 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 the 'Student Discipline Policy' this year.

The full text of the school's 'Student Discipline Policy' may be accessed on the school's website <http://stmarysarmidale.catholic.edu.au> or at the administration office.

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by the 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 'Bullying Prevention and Intervention Policy' this year.

The full text of the school's 'Bullying Prevention and Intervention Policy' may be accessed on the school's website <http://stmarysarmidale.catholic.edu.au>, the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide



The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this 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 the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's website <http://stmarysarmidale.catholic.edu.au> or the administration office.

5.0 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 Improvement Plan and informed by the Catholic Schools 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 this year | Key Improvements for 2020 |
|--|--|
| <p>Nurture Our Catholic Society Implemented the Catholic Schools Office Pastoral Care and Wellbeing Framework:</p> <ul style="list-style-type: none"> • Teachers identify and articulate specific Pastoral and Wellbeing programs being used in the school • Effective implementation of Catholic Schools Office Pastoral Care and Wellbeing Framework evident in teaching and learning • Students are able to articulate the Pastoral Care and Wellbeing programs in the school <p>Catholic Principles and Values are known and articulated by all members of the school community:</p> <ul style="list-style-type: none"> • Members of the school community can articulate the Catholic Principles and Values • Information on CPVs are embedded in newsletters, parent meetings and parent sessions | <p>Nurture Our Catholic Society</p> <ul style="list-style-type: none"> • Provide staff and students opportunities to develop a personal relationship with God through prayer • Embed Catholic Principles and Values authentically in PDHPE and Mathematics programs • Review school pastoral care and wellbeing programs |



| Key improvements achieved this year | Key Improvements for 2020 |
|---|---|
| <p>Improve Learning Data was used confidently to plan to meet student needs especially in Writing and Numbers:</p> <ul style="list-style-type: none"> • By the end of Term 4, all teachers successfully implemented all facets of the Big Write in their classrooms • Best Start assessments completed successfully using the platform and reported to parents by the end of week 6 Term 1 • Data walls were co-constructed and updated by all staff regularly in Professional Learning Teams and whole staff settings and illustrated student growth targets set by grades and Catholic Schools Office • Teachers engaged with numeracy progression data to inform learning and teaching in the classroom and this was evident in teaching and learning <p>Strong collaborative teaching teams used the 14 Parameters to focus on successful learning:</p> <ul style="list-style-type: none"> • Staff meetings allocated for teaching teams to plan new Science and PDHPE teaching programs to ensure that co-planning is facilitated and occurring • Learning walks and talks were timetabled to observe co-teaching • Case Management was timetabled weekly with a three week cycle over stages • Learning Intention and Success Criteria evident in classrooms, teacher programs and student workbooks | <p>Improve Learning</p> <ul style="list-style-type: none"> • To ensure shared belief and consistent understanding of the components of an effective English Block are evident in every classroom Kindergarten to Year 6 |
| <p>Lead Learning Staff confidently use and are able to teach new skills in technology, especially Compass and the new digital technology component of the Science and Technology Syllabus:</p> <ul style="list-style-type: none"> • Scope and Sequences, and Science units were trialled and reviewed and are no longer in draft form • Chronicles were used for tracking individual student data K-6 • Compass was successfully implemented across the school • O'Connor College staff and students were actively involved in capacity building with St Mary's staff and students in Science and Technology units • Peer mentors built the digital technology capabilities of all staff and this was evident in teaching and learning | <p>Lead Learning</p> <ul style="list-style-type: none"> • Teacher Professional Learning Plans aligned to the Annual Improvement Plan • Collaborative annual improvement planning |



| Key improvements achieved this year | Key Improvements for 2020 |
|---|---|
| Sustain Our People <ul style="list-style-type: none"> Professional learning was aligned to individual learning plans | Sustain Our People <ul style="list-style-type: none"> Teacher Professional Learning Plans aligned to the Annual Improvement Plan Active role descriptions for all staff Professional learning |
| Create the Right Environment <ul style="list-style-type: none"> Successful progressive roll out and implementation of Compass | Create the Right Environment <ul style="list-style-type: none"> Progressive roll out of Tech One |

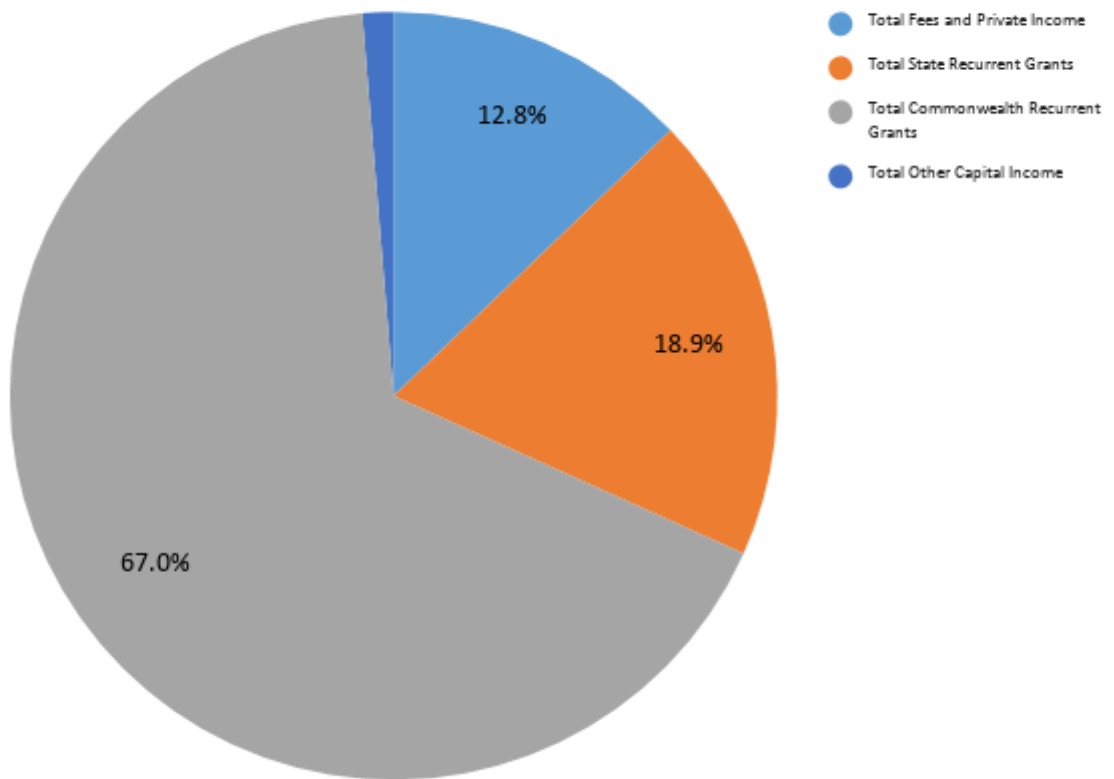
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2019 is presented below:



2019 Income - St Mary's Primary School, Armidale



2019 Expenditure - St Mary's Primary School, Armidale

