

St Mary's Primary ARMIDALE
Annual School Report to the Community

2017



School Contact Details

PO Box 1117, ARMIDALE 2350

principal@stmarysarmidale.catholic.edu.au

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

02 6772 4441

Principal

Mrs Alanna McRae

ABOUT THIS REPORT

St Mary's Primary is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is 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 School Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA 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

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

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 lives and celebrates the Gospel values in the rich traditions of the Catholic faith. It is a place where students are nurtured and empowered to become independent lifelong learners.

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 ur school.

Parent Body Message

St Mary's Catholic Primary school provides an opportunity for students to develop academically whilst been immersed in the Catholic faith. The School Board changed its structure and became the School Advisory Council in 2017.

The SAC have provided guidance and support to the executive throughout the year and have seen a number of changes in the school. The creation and resourcing of the open learning space in Stage 1 is just one exciting initiative. This will enhance the learning opportunities for our students to become life long learners in the 21st century. For a school to be successful it requires many to volunteer their time to organise things such as the school fete. This helps purchase additioanl resources that would not be possible otherwise. I would like to thanks all those who have given time, provided goods to help support our wonderful school. Thank you to members of the SAC who have dedicated time and provided advice over the past year. I encourage all parents and community members to give a little of their time to support our school which supports our children who are the future.

The Chairman of School Advisory Council

Student Body Message

We can remember walking into St Mary's for the very first time and knowing this was where we
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belonged. Since then we have gained amazing friendships, had fantastic opportunities in sport, socially and academically and have a feeling of importance in our Catholic Community, for what we can do to make a difference in our world each and every day.

A highlight for us was the Year 6 excursion to Canberra and the Operetta, where all of Year 6 produced a play called "What A Knight!" It was a huge success, and we congratulate everyone in Year 6 as well as Year 5, for doing a fantastic job.

Our final highlight of the year was the fundraising events we did as a school. Not only did we get to dress up, do some cool activities and have awesome fun but at the same time we supported some really worthy causes and people far less fortunate than us.

We would like to thank the teachers for without their dedication, hard work, passion and care we guarantee that we students would not be the people we are today or want to be in the future.

2017 School Captains

SECTION TWO: SCHOOL FEATURES

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

St Mary's has a long history dating back to 1848. Our story and traditions have been shaped by the Ursuline sisters, the Patrician brothers and the De La Salle brothers. St Mary's is the oldest school in the Armidale Diocese, established by lay people in 1848. The Ursuline Sisters arrived in 1882 and maintained a presence in the school until 2001.

The Patrician Brothers established a boys' primary school on the site from 1889 until 1897. Later in 1906 the De La Salle Brothers re-established the boys' primary school and taught there until 1972. The school has been under lay administration since 2001.

St Angela Merici was the founder of the Ursuline Sisters. The St Mary's buildings are named after St Angela, St Ursula and St Anne. The school crest is common to Ursuline schools as is the motto: "Serviam" I will serve. Generations of families have been educated at St Mary's under the Ursuline motto.

St Mary's is located in the Cathedral precinct of Armidale adjacent to the CBD. The Cathedral, Bishop's House, Catholic Chancery, Parish Hall, Ursuline Convent, Centacare, Catholic Schools Office and Armidale Diocesan Investment Group are all located in the same block. Armidale is a vibrant town and is the centre of the Northern Tablelands.

The town has full services and hosts the University of New England. This gives Armidale a unique character and diverse population. St Mary's attracts enrolment from the surrounding district including students from, Invergowrie, Uralla, Black Mountain, Guyra, Yarrowyck and Wollomombi. Our classrooms are housed in three main buildings surrounded by spacious and park like grounds planted out to make the most of the four distinct seasons we experience. St Mary's has excellent facilities and playing fields. The school library is well appointed and spacious. There are excellent computer facilities available for all students.

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 2017:

Girls	Boys	LBOTE*	Total Students
165	156	14	321

* 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 2017 was 93.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.00%
Year 1	94.00%
Year 2	93.00%
Year 3	92.00%
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;
- 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.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
24	12	36

* This number includes 16 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous	6%
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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	27th January, 2017 - A Quality Beginning & Simultaneous Tight and Loose Curriculum
Term 2	2nd June, 2017 - Core Catholic Principles and Values
Term 3	17th July, 2017 - Collaborative Inquiry Initiative - The Next Steps - Parameters
Term 4	18th December, 2017 - CII- Data Walls & Analysis; 19th December, 2017 - Case Management & Simultaneous Tight and Loose Curriculum

School staff participated in the following workshops: English, Naplan Online, Writing, Collaborative Inquiry Initiative - Dr Lyn Sharratt, Cross Stage Moderation, Data Analysis, PLCs, Kids Matter, Additional Needs, Autism, Teacher Professional Development Framework, Religious Education and Google Apps. The Principal, Assistant Principal, REC, Leader Of Pedagogy, EAs, AEAs, Librarian, Secretaries and Student Support Teacher attended specific workshops related to their roles throughout the year.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by NESAs:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	24
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

St Mary's 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.

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Throughout the year the whole school celebrated Mass together at least once each term including Feast Days and Holy Days of Obligation. Primary grades attended Mass each fortnight, on Fridays, with the parish. The children participated reverently and prayerfully in a Stations of the Cross Holy Week celebration. Family Masses were held once a term at the 10am Mass on Sundays. Primary students were Altar Servers for both daily and weekend Masses.

A school based Lenten program and three twilight prayer sessions were offered in 2017 for staff & parents. Year 6 School Leaders lead the Parish in the Stations of the Cross on Friday afternoon. During Advent, students in Kindergarten to Year 4 presented Christmas Prayer Assemblies, celebrating the Christmas message of love, hope and goodwill. The end of year finished with Mass, where we also farewelled our Year 6 students.

The Parish Administrator regularly visited each classroom and provided the Sacrament of Reconciliation each term for Primary grades. Our school based sacramental program prepared children in Year 2 for Reconciliation, Year 3 for Eucharist and Year 6 for Confirmation.

In Staff formation, new teachers and Education Assistants attended the New Employees Retreat. Teachers were able to attend the Diocesan Teachers Retreat and the Acting REC attended the REC Conference. All staff were also able to attend a school-based Staff Retreat that was facilitated by the Diocesan Spirituality team. Staff also attended the third Core Catholic Principals and Values Day.

Families supported the following events as part of the Parish and School Community:

- Stations of the Cross.

- Easter 'Stations of the Cross' Assembly

- Parish & School celebrations including the Opening School Mass, Mary Help of Christians,

Assumption of Blessed Virgin Mary & Our Lady of Fatima Statue, All Saints Day and End of Year Mass.

- Catholic Schools Week Mass
- Parish Family Mass once per term.

The Parish Administrator is a member of the School Advisory Council and the Principal is a member of Parish Pastoral Council.

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	31.8

SECTION SIX: 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.

The 2017 year started with all classes doing 'A Quality Beginning Program', a 2 week focus establishing positive behaviours for learning, introducing key focuses including growth mindset and learning intentions. Dedicated work by St Mary's staff resulted in improved student learning and progress across the year. MiniLit and Quicksmart continued to be offered to targeted students in 2017.

A whole school continued focus on data analysis has 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 PLTs. Best Start assessments for Kindergarten students gave us accurate data on the entry literacy and numeracy skills of these students. Students from K-6 are plotted on the Literacy and Numeracy Continua to provide accurate records of student progress, improvement and growth. Staff established the use of data walls K-6 to establish shared responsibility for all students learning.

Year 2-6 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 for all our Aboriginal students were developed with parents and students using a platform of discussion during Aboriginal Family Forums each term.

The introduction of the Leader of Pedagogy Role in 2017 continued to support the DLES K-2, data analysis and further development of the CPLT structures and supporting teachers in the implementation of the NSW Syllabus for the Australian Curriculum. This role also focused on further developing a culture of co-teaching and flexible learning spaces. This role was also supported by the introduction of 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, 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, effective support for differentiation of learning in Reading, Spelling and Mathematics.

Other learning opportunities offered in 2017 included Tournament of Minds, Brain Olympia, Kids Lit Quiz, St Joseph's Cup Public Speaking, Individual music tuition, Choirs, orchestra and percussion band, Eisteddfod, Chess, ICAS competitions and representative sport at Diocesan, Polding & State levels.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	53.00%	51.60%	6.00%	10.00%
	Writing	46.00%	44.60%	7.00%	7.50%
	Spelling	41.00%	45.60%	10.00%	13.10%
	Grammar	59.00%	55.50%	15.00%	10.50%
	Numeracy	46.00%	39.80%	12.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	54.00%	37.00%	15.00%	14.60%
	Writing	18.00%	15.80%	13.00%	19.40%
	Spelling	37.00%	34.30%	22.00%	14.10%
	Grammar	51.00%	35.40%	14.00%	17.50%
	Numeracy	20.00%	27.90%	24.00%	14.60%

Student Welfare Policy

No changes were made to the 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 the 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.

Bullying Prevention and Intervention 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

During 2017 St Mary's continued to consolidate Kids Matter and Positive Behaviours for Learning programs through our 7 Kinds of Best and the Student, Staff and Parent Codes of Cooperation.

The Restorative Justice approach was also utilised by teachers in their approach to behaviour management issues and was monitored through BART – Behaviour Analysis Reporting Tool.

Students were encouraged to participate in the school, parish and local community by attending ANZAC Day March, Remembrance Day, NAIDOC Week, Clean Up Australia Day, Cathedral Cleaning Roster and Green Thumbs.

2017 School Captains enjoyed attending the Young Leaders Day in Sydney with hundreds of School Leaders from Primary Schools in NSW in Term 1. Year 6 students also attended the GRIP Student Leadership Conference in Armidale as part of their role as School Leaders with responsibility.

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 2017

In 2017 the key improvements areas that were focussed on and achieved were:

- Increase staff participation in faith formation opportunities. This was achieved through staff participation in:
 - A wide range of Spirituality experiences;
 - Staff Commitment to Eucharistic Adoration in the Parish; and
 - Whole staff participation in CSO CCPV Day - Fidelity in Relationships.
- Improvement in Year 6 RE data by 10%. While the achievement was less than 10% the following actions were implemented to gain the improvement achieved:
 - PD and implementation of viable and essential curriculum; and
 - Pre assessment, and backward mapping of programming.
- Teachers have an understanding of Inquiry-based learning and Backward Mapping. This was achieved through:
 - PD on Collaborative Inquiry Initiative with Dr Lyn Sharrat;
 - Implementation of Data Wall and Case Management; and
 - Contemporary pedagogy through establishment of STEM rotation groups.
- Increased and Improved communication between all stakeholders. This was achieved through:
 - Increased reporting to parents;

- Online Newsletter;
- Development of a Staff Google Classroom;
- More effective use of Google Drive; and
- Increased use of Google classroom for students.

Priority Key Improvements for 2018

In 2018 the key improvements areas will be:

- Provide professional learning for staff on Core Catholic Principles and Values:
- Continue implementation of NSW Syllabi for the Australian Curriculum using contemporary pedagogical practices;
- Continue Collaborative Inquiry Initiative and embedding of the '14 Parameters'; and
- Broaden professional learning on the AITSL Standards.

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 2017 Students in Years 4 and 6 were surveyed by an independent specialist corporation. Students were offered the opportunity to provide comprehensive feedback on twenty-two statements that related to the school, its resources, Catholic Ethos, improvement processes, teaching and learning, leadership as well as general statements. Students were asked to Strongly Agree, Agree, Disagree or Strongly Disagree. Of the twenty-two statements parents on average Strongly Agreed or Agreed with 17 statements. Areas of disagreement were in relation to student voice, resilience and teaching and learning.

While the survey results indicate satisfaction, the areas of concern were analysed closely by the Leadership Team and the areas of disagreement will be addressed in the school key areas for improvement in 2018.

Student Satisfaction

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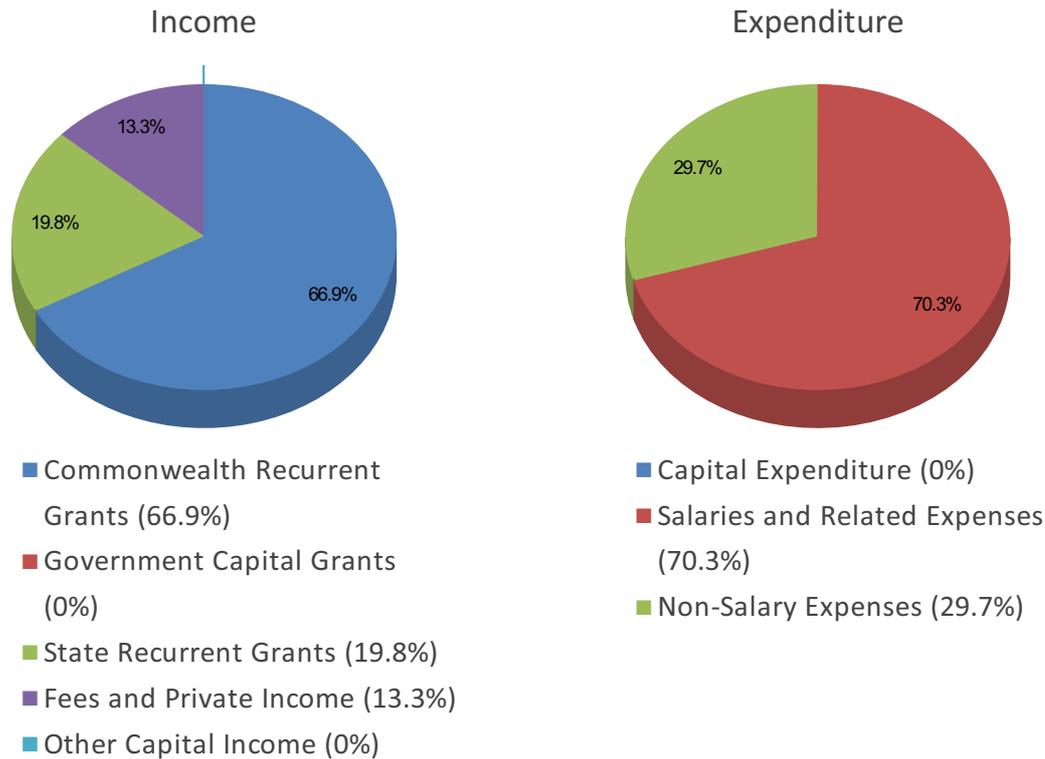
Teacher Satisfaction

In 2017 Staff was surveyed by an independent specialist corporation. The staff was offered the opportunity to provide comprehensive feedback on forty-one statements that related to the school, its resources, Catholic Ethos, improvement processes, teaching and learning, leadership as well as general statements. The Staff was asked to Strongly Agree, Agree, Disagree or Strongly Disagree. Of the forty-one statements staff on average Strongly Agreed or Agreed with 16

statements. Areas of disagreement were in relation to staff well-being, teaching and learning, professional development and improvement processes.

The survey results were analysed closely by the Leadership Team and the areas of disagreement will be addressed in the school key areas for improvement in 2018.

SECTION ELEVEN: FINANCIAL STATEMENT



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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,310,247
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$978,111
Fees and Private Income ⁴	\$658,290
Other Capital Income ⁵	\$1,859
Total Income	\$4,948,507

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,988
Salaries and Related Expenses ⁷	\$3,255,455
Non-Salary Expenses ⁸	\$1,374,580
Total Expenditure	\$4,632,023

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 Diocesan 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.