

# Annual School Report 2019 School Year

St Mary of the Angels Primary School, Guyra



36 Wirruna Street  
Guyra NSW 2365

Phone 02 6779 1661  
<https://stmarysguyra.catholic.edu.au>

Principal  
Sharon Wittig

## **About this report**

St Mary of the Angels 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 6779 1661 or by visiting the school's website <https://stmarysguyra.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 of the Angels Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The primary purpose of St Mary of the Angels Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Mary of the Angels Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

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 the School Advisory Council 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 the school. The school motto "Strive Ever Higher" forms the basis of 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 school culture. Through personal relationships, the school endeavours to make faith a living and breathing part of daily life.

For St Mary of the Angels, 2019 was a very special year, celebrating one hundred years of Catholic education. A huge weekend saw over three hundred present and past students, families, staff and parishioners come together to remember school days and classmates. The Saturday evening dinner was characterised by hugs, renewed friendships and reminiscing with stories of older times, many of which I am sure were very much embellished. Sunday morning began with a wonderful Mass followed by a walk down memory lane with historical records, photographs and relics from the past. This event gave us the opportunity to reflect back on one hundred years and look at the changes in both schooling and the Church. In doing this we feel reassured that St Mary of the Angels School is still offering students a high quality education in a Catholic setting which encourages them not only in their faith journey but also to live out the values and principles that are the heart of our religious teachings.

This was also a very difficult year for our community. School and parish families were tested by bush fires and with unbelievable drought conditions. The financial, physical and psychological challenges were heartbreaking. The school tried very hard to provide ongoing support in these areas as we waited and prayed for rain. Their well being will again be a major focus for us in the new year.

Sharon Wittig  
Principal

### **1.2 A Parent Message**

Both the School Advisory Council and the P & F Association are important and highly valued parent bodies within St Mary of the Angels School Community.

The School Advisory Council is responsible for assisting with the school budget each year, overseeing changes in policy and advising on school maintenance. During 2019, particular advice was given on initiatives by the school to help families manage the challenges of the drought. The drought had devastating effects on our school grounds and the School Advisory Council assisted



with advice on purchasing grass covering in high traffic areas and assisted in an application for a water grant to install a bore within the parish/school grounds. School Advisory Council representation was also vital in assisting with the recruitment process for new staff.

Parent support via the P & F Association was once again invaluable. Volunteers helped in a variety of social activities and fundraisers including Mother's and Father's Day breakfasts, lunches for swimming and athletics carnivals and major organisation of catering for the School Centenary Dinner. The P & F again organised and delivered Friday lunch orders and sourced and organised uniforms, hats and school bags.

The P & F continued to provide funds to purchase classroom resources and help to ensure a changeover in technology devices for student use. Another focus of the P & F was to raise funds to ensure that every student had the opportunity to participate in excursions, particularly the Year 5/6 excursion to Canberra.

P & F activities were scaled down because of the devastating effects of the drought. Awareness of the financial impact on families and the wider community will again be at the forefront of planned activities for 2020. A number of very committed P & F and School Advisory Council members ended their long and devoted service to the school, at least in an official capacity. We wish to acknowledge the countless hours and personal contributions of these wonderful volunteers. We are keen to see some new people step up to take their place in the coming year.

Craig Lockyer and Alison Colvin  
Chairperson and President  
School Advisory Council and P & F Association

## **2.0 This Catholic School**

### **2.1 The School Community**

St Mary of the Angels Primary School is located in Guyra and is part of the St Mary of the Angels Parish which serves the communities of Guyra, from which the school families are drawn.

Last year the school celebrated 100 years of Catholic education.

The parish priest, Fr Stephen O'Shea, is involved in the life of the school.

### **2.2 Catholic Life and Religious Education**

St Mary of the Angels 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.

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, including fortnightly visits to the local aged care facility. Masses were celebrated with students taking an active part in the presentation of liturgies. Mass themes were carefully selected to enhance understanding of the liturgical seasons and to complement themes being studied in class. There was an open invitation for parishioners and parents to attend school masses.

The sacraments of Reconciliation, First Eucharist and Confirmation were celebrated within the parish. St Mary of the Angels School assisted in organising and running ecumenical services during Lent and Advent.

Spiritual and faith formation are an important part of life at St Mary of the Angels. Parish members and staff joined together for four Twilight Retreats. The school community continued to learn about and promote core Catholic Principles and Values. Through education, faith and spiritual formation, it



is hoped that parents, teachers and students will become more confident to name, understand and articulate these core principles upon which the school's faith is built.

The school worked closely with the parish to celebrate 100 years of Catholic Education at St Mary of the Angels. A weekend of celebrations brought together nearly 300 current and former students, families and parishioners. Highlights of the weekend were the Saturday Evening Dinner, an historical display covering the last one hundred years and Sunday Mass.

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.

<b>Our School's average result (as a mark out of 50)</b>	
Year 6	32

### 2.3 School Enrolment

St Mary of the Angels 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
<b>Male</b>	9	13	6	7	7	3	4	49	51
<b>Female</b>	6	8	4	7	7	3	5	40	40
<b>Totals</b>	15	21	10	14	14	6	9	89	91

### 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



<b>Average Student Attendance Rates</b>	93.0%	92.0%	93.0%	93.0%	92.0%	95.0%	94.0%	93.1%
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### 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.	0
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	7
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.	7



Teacher Qualifications / Staff Profile		Number of Teachers
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	5

## 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:

Student leadership forms a major part of the culture of Respect and Responsibility that makes up the warm and caring climate of the school. St Mary of the Angels actively promotes Core Catholic Principles and Values with respect and responsibility being an important part of school culture. Our student leaders act as great role models for younger students and accept responsibility for specific tasks around the school. During 2019 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 2019, 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. Students took an active role in Mini-Vinnies initiatives and organised fundraising for Caritas and Children's Mission Week.

## 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

St Mary of the Angels Primary School conducted an independent survey of all parents. The survey covered a range of questions in the following areas: leadership, resources in general, improvement processes, Catholic ethos, teaching and learning. Parents expressed a very high level of satisfaction. Some areas for consideration for improvement were better facilities to cope with colder weather, particularly when eating lunch and repairs to oval and grassed areas which were badly affected by drought.

Typical responses recommending the school:

"The children are happy. You feel this as soon as you walk into the school. My children can tell me what they're goals are and about what they are learning."

"I appreciate the caring nature of the staff and genuine interest and care that staff show towards our children. Also the transition program is an asset to the school that I feel sets it apart."

"Nurturing environment. Children are taught to mentor and look after each other and bullying is not tolerated. Committed passionate hardworking staff."



"It is a close family environment where my children feel comfortable and happy to grow and engage in all activities. If there is a problem, it is quickly dealt with and parents are involved in the process."

### **Student Satisfaction**

St Mary of the Angels Primary School conducted an independent survey of all students in Years 4 and 6. The survey covered a range of questions in the following areas: leadership, resources in general, improvement processes, Catholic ethos, teaching and learning. Students surveyed expressed a very high level of satisfaction. Student responses reflected some very positive thoughts on the relationships between members of the school community. They felt happy and cared for.

Their requests for improvement were mainly centred on providing more time for recess and more time for sport. Art equipment and extra time for art were also a consistent theme during the year.

### **Staff Satisfaction**

St Mary of the Angels Primary School conducted an independent survey of all staff. The survey covered a range of questions in the following areas: leadership, resources in general, improvement processes, Catholic ethos, teaching and learning. Staff surveyed expressed a very high level of satisfaction. The responses from staff indicated a very high level of job satisfaction.

There was obviously a shared commitment to the school, other staff members and especially towards the students and their learning. Issues causing the staff concern were related to increased expectations from the Catholic Schools Office, particularly surrounding the tightened structure of the literacy block. Teachers also noted that they struggle to complete things within the time available to them; they obviously do a lot of work outside hours but have difficulty finding time within school hours for individual student assessment and enough time with their colleagues to analyse data and create forward plans.

Typical positive comments:

"At St Mary of the Angels, everything we do is centred around the students. They are the reason we are here and developing positive relationships creates an environment of respect, love and care."

"Caring and nurturing environment. Leadership team and teachers work together to ensure that every student is catered for and steps put in place to help students who need it. Students from Transition to Year 6 play together, with the senior students taking great care of the younger ones. Staff have a wonderful relationship with students, taking the time to talk and get to know each child as an individual."

## **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 of the Angels Primary School is committed to providing a quality education that meets the needs of all students.

The school is very proud of its Catholic identity and aims to not only deliver a sound understanding of the faith but also provide a learning environment where Catholic values permeate all activities.





St Mary of the Angels Primary School places great importance on building the foundation skills of literacy and numeracy. The school has designated literacy and numeracy blocks. Wherever possible these subjects are taught consistently by the same teacher. Lessons in these areas are planned carefully to deliver the curriculum based on assessment of student skills and knowledge. Lessons are therefore differentiated for groups of students with learning intentions adjusted to suit the learning needs of each group. Flexible class groupings are also used to cater for students who are working above or below their expected stage level.

The school is committed to implementing the 14 parameters based on Dr Lynn Sharratt's work of Putting Faces to the Data. The gradual release of responsibility model is followed and all classes participate in Big Write and VCOP strategies. A Case Management approach is used to help address the needs of identified students.

In addition to excellent academic programs, St Mary of the Angels offers a wide range of sporting, cultural and community involvement opportunities. Participation in the Musica Viva program provides a wide range of orchestral and musical concerts to rural communities. A specialist music teacher is employed to conduct lessons with classes once each week. 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, lawn bowls, soccer and touch football. Good sportsmanship and fairness is at the forefront of all sporting activities. Students have the opportunity to participate at a Diocesan level in athletics, swimming, cross country, soccer and touch football as well as summer and winter sporting trials. Students who excel can move on to represent at diocese and state level.

Service to others is a key focus of school life. 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. The school takes great pride in contributing to the community through ANZAC Day, Rotary Street Carnival and the annual agricultural show.

A Transition to School class operates each Wednesday in the year preceding Kindergarten. This class helps to build strong foundations for literacy and numeracy, as well as developing important social and class routine skills that assist students in making an excellent transition into full time schooling.

## **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, 14 students presented for the tests while in Year 5 there were 6 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 of the Angels 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 of the Angels 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	14.3	26.2	28.6	18.5	14.3	15.5	21.4	6.7	7.1	1.8	0.0
Writing	15.1	7.1	38.7	57.1	28.7	21.4	12.1	7.1	3.8	0.0	0.8	0.0
Spelling	24.3	7.1	26.3	14.3	17.0	35.7	6.1	14.3	3.1	7.1	0.9	7.1
Grammar and Punctuation	4.1	35.7	10.9	0.0	18.7	21.4	12.0	7.1	6.3	14.3	2.4	0.0
Numeracy	12.8	14.3	24.3	28.6	29.4	28.6	19.8	21.4	6.7	0.0	2.6	0.0

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	0.0	27.4	50.0	32.6	50.0	16.0	0.0	8.5	0.0	2.3	0.0
Writing	3.5	0.0	10.9	16.7	30.8	33.3	36.7	50.0	11.6	0.0	6.5	0.0
Spelling	7.9	16.7	21.6	50.0	30.4	16.7	24.7	0.0	9.1	16.7	3.0	0.0
Grammar and Punctuation	8.4	16.7	17.5	33.3	27.5	16.7	24.9	16.7	11.9	0.0	3.7	0.0
Numeracy	4.0	0.0	13.0	50.0	37.8	50.0	30.4	0.0	10.0	0.0	2.1	0.0



### 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 and VCOP	29/01/2019	Armidale Catholic Schools Office
Staff Retreat - Catholic Principles and Values	02/03/2019	Anne Finlayson-Spirituality Team
Whole System Wellbeing Conference	11/06/2019	Armidale Catholic Schools Office and Keynote Speakers
Whole System Wellbeing Conference	12/06/2019	Armidale Catholic Schools Office and Keynote Speakers
Australian Marking Criterion Scale	24/07/2019	Matilda Hunt
Assessment in Mathematics	19/12/2019	Sharon Wittig & Tiffany Martin

### 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 <https://stmarysguyra.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 of the Angels 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 of the Angels 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 <https://stmarysguyra.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 <https://stmarysguyra.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 <https://stmarysguyra.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 <https://stmarysguyra.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><b>Nurture Our Catholic Society</b> Improvement Goals</p> <ul style="list-style-type: none"> <li>• Core Catholic Principles and Values embedded in all Key Learning Areas so that they could be easily identified and articulated.</li> <li>• Religious Education Coordinator works more closely with teachers to explain, model and plan Religious Education units with greater depth and quality.</li> </ul> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>• Staff were very engaged with professional learning and spiritual opportunities to enhance knowledge of these areas.</li> <li>• Senior students provided excellent information and representations of how we apply the principles and values in the school and community.</li> <li>• Reflection on current practice shows that opportunities are taken to model and explain values to students regularly but further work need to be done on embedding these into classroom programs across a wider range of Key Learning Areas.</li> <li>• Continued to deepen the quality and content of Religious Education lessons will also assist in meeting this goal.</li> </ul>	<p><b>Nurture Our Catholic Society</b> Faith Formation</p> <ul style="list-style-type: none"> <li>• Teachers to develop a greater understanding of the Catholic Principles and Values (CPV) to better inform assessment and planning.</li> </ul> <p>Desired Impact</p> <ul style="list-style-type: none"> <li>• Student outcomes will be improved as a result of greater depth of teacher knowledge and lesson delivery.</li> </ul> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>• Programs to reflect deeper teacher knowledge of CPV and the Religious Education Curriculum to provide students with quality learning tasks and assessment opportunities</li> </ul>
<p><b>Improve Learning</b> Improvement Goal</p> <ul style="list-style-type: none"> <li>• Continue to use assessment practices to pinpoint student learning needs, especially in literacy and numeracy, concentrating more on problem solving skills and rich learning tasks.</li> </ul> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>• Consistent literacy and numeracy blocks were implemented across the whole school.</li> <li>• The Australian Marking Criterion was used to assess student learning and formulate individual writing goals.</li> <li>• Student progress tracked K-2 using literacy and numeracy learning progressions.</li> <li>• Essential Assessment was effectively used (3-6) to pre-test knowledge and group students according to their learning needs.</li> <li>• Case Management ensured successful targeted teaching of identified students.</li> <li>• Leader of Pedagogy, Principal and School Coach worked closely with teachers to model and refine both formal and informal assessment practices.</li> </ul>	<p><b>Improve Learning</b> Differentiation</p> <ul style="list-style-type: none"> <li>• Improve documentation and delivery across all KLAs.</li> </ul> <p>Desired Impact</p> <ul style="list-style-type: none"> <li>• All students ato be actively engaged in all classroom experiences because learning tasks are set at their level.</li> </ul> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>• Programs to reflect carefully planned learning and teaching experiences that are differentiated to meet the needs of all students across all KLAs.</li> </ul>



Key improvements achieved this year	Key Improvements for 2020
<p><b>Lead Learning</b> Improvement Goal</p> <ul style="list-style-type: none"> <li>Improve and sustain a whole school approach to literacy structures and the teaching of writing.</li> </ul> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>All staff are engaged in professional learning surrounding Big Write and VCOP. This was particularly wonderful as aides are now up-skilled with strategies to enhance learning.</li> <li>Flexible PLTs allowed for different staff groups to meet for specific purposes.</li> <li>Professional learning sessions were led by a variety of staff members allowing everyone to experience leadership skills.</li> <li>Members of Leadership Team and School Coach readily modelled teaching and management strategies throughout classes.</li> <li>The school now has a much more unified approach to the teaching and assessment of writing. This will continue to be a focus into the future.</li> </ul>	<p><b>Lead Learning</b> PDHPE</p> <ul style="list-style-type: none"> <li>Implementation of new PDHPE syllabus.</li> </ul> <p>Desired Impact</p> <ul style="list-style-type: none"> <li>St Mary of the Angels delivers a quality PDHPE program based on the new syllabus.</li> </ul> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>Learning and teaching programs include explicit teaching strategies and demonstrate knowledge of contemporary and current curriculum documents to engage all students.</li> </ul>
<p><b>Sustain Our People</b> Improvement Goal</p> <ul style="list-style-type: none"> <li>Build capacity, pastoral care and wellbeing of all members of the school community.</li> </ul> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>The school had great success in implementing initiatives related to pastoral care and wellbeing. This was evidenced by participation in the Real Talk Initiative, the Y-Pep Child Protection Education Program and the use of the Kidman Foundation's "Collaborative and Proactive Behaviour Management system".</li> <li>During 2019, the disastrous drought conditions and local bushfires created an environment where families were under great financial, physical and psychological pressure. The welfare of families then became a major factor influencing all operations within the school.</li> <li>Many initiatives were implemented to assist families and these initiative will need to continue into 2020 as the community copes with the aftermath of the drought.</li> </ul>	<p><b>Sustain Our People</b> Faith Formation</p> <ul style="list-style-type: none"> <li>Respond to the changing needs of the community, using the "Proclaim, Witness, Serve" mission, as the community battles through the ongoing implications of the drought.</li> </ul> <p>Desired Impact</p> <ul style="list-style-type: none"> <li>The students, staff, parents and parishioners of St Mary of the Angels feel supported and look to the school and parish as a resource to assist in coping with the drought.</li> </ul> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>The school responds to identified needs relating to consequences of the drought as they arise.</li> </ul>



Key improvements achieved this year	Key Improvements for 2020
<p><b>Create the Right Environment</b> Improvement Goals</p> <ul style="list-style-type: none"> <li>• Implement Compass as the first stage of the ONCE Project, particularly for attendance, chronicles, events and reports.</li> <li>• Build capacity for students, staff and parents in ICT skills that are targeted to specific goals.</li> </ul> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>• All matters relating to school attendance have now been transferred from SAS to Compass.</li> <li>• Teachers are now familiar with the use of Compass to record both positive and negative behaviour using chronicles.</li> <li>• The school moved to Compass based reporting in Semester 2. First attempts at events in Compass were not up to school standards. This needs to be explored again with new changes to the platform.</li> <li>• The school now has budget plans to allow for a regular changeover of technology devices.</li> <li>• Staff continued to refine their technology skills especially with regard to delivering the Science curriculum.</li> </ul>	<p><b>Create the Right Environment</b> Improvement Goal</p> <ul style="list-style-type: none"> <li>• Continued implementation of the Non-Negotiables of a CPLC (2018 - 2020).</li> </ul> <p>Desired Impact</p> <ul style="list-style-type: none"> <li>• All staff are continuing their journey as a PLC, through the implementation of the system non-negotiables.</li> </ul> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>• Student learning is enriched through staff collaboration in implementing shared accountability and practices.</li> </ul>

## 6.0 Financial Information

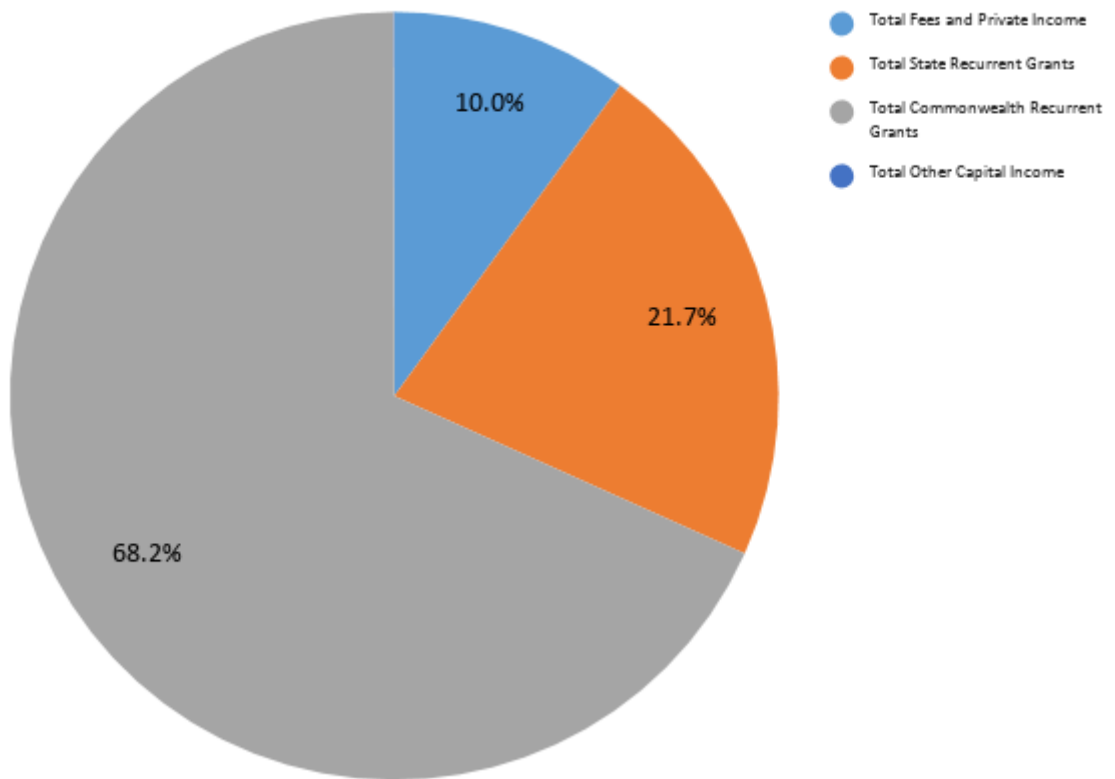
Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure 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 of the Angels Primary School, Guyra



2019 Expenditure - St Mary of the Angels Primary School, Guyra

