

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

2015



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Principal

Mrs Sharon Wittig

ABOUT THIS REPORT

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

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

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

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

Principal's Message

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

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

Parent Body Message

I am honoured to be part of the School Board, especially with such a friendly, easy to work with and dedicated team that has the best interest of our students at heart. Our job as a Board is to assist the school management to provide informed guidance about the financial, ethical and policy decisions that are involved in the day to day operations of the school.

This year we finalised the replacement of the heating system within the school. After much research and planning we now have a heating system which suits the needs of our very extreme weather.

With increased enrolment numbers we have also addressed problems with storage and supported changes to create larger working spaces for growing classes.

Our fabulous P & F held numerous fundraising events. Our children benefited from \$11,000 worth of resources including new lunch tables, guided reading packs, sporting equipment and science boxes to enhance the teaching of the New Australian Science Curriculum.

As parents, we value the partnership that exists between our families and our school staff as we work together to make our school such a special place of learning.

School Board Chairperson 2015

Student Body Message

As we come to the end of our schooling at St Mary of the Angels Guyra, we would like to reflect on our time here and our experiences. For the past year, we have had a blast with our teachers and all the other students. Being a leader brought pride to us and respect in our religious and all round activities.

We had loads of fun doing sporting events at state, school and Diocesan levels. It was also fun representing our school in Leadership Courses, Robogals and Brain Olympia. It's sad to say that our Musica Viva concerts and other Interactive groups have come to an end.

Excursions teach us about things that we have never known. St Mary of the Angels is a great place for excursions. One of our best excursions was the trip to Canberra. We visited a lot of different venues like the AIS and the Mint. There were lots of fun activities to do there. Our school teaches us life skills on safety and how to look after ourselves and other people. It is hard to say how much we will miss our teachers, friends, fellow students and Parish members. We will miss you!

Year 6 2015

SECTION TWO: SCHOOL FEATURES

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

St Mary of the Angels Primary School is a Catholic systemic co-educational school located in Guyra.

St Mary of the Angels School provides high quality Catholic education in a warm, caring, rural environment. Being a rural community, the majority of our students travel on buses from the outlying farming districts and the remainder of our students live within the town boundaries. Students from St Mary of the Angels often move to O'Connor Catholic College in Armidale for their secondary education.

St Mary of the Angels Primary School was established in 1919 by the Ursuline Sisters and is located in Guyra on the Northern Tablelands. St Mary of the Angels has had associations with the Ursuline, Dominican and the Mercy Sisters since its inception. St Mary of the Angels is currently staffed by lay teachers and provides an outstanding education for students from K-6. The school's current enrolment is 82 students. In 2008 a new school was built on the current site which provides modern, purpose built classrooms and additional facilities. Much of the old school building was demolished leaving the original Ursuline classrooms which have since been refurbished and are used as our school and parish hall. St Mary of the Angels will celebrate its centenary in 2019.

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

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

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

community through ANZAC Day, tree plantings, Rotary carnivals, Remembrance Day and the Clean Up Australia Day campaign.

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 2015:

Girls	Boys	LBOTE*	Total Students
40	42	0	82

* 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.

The full text of the 'Enrolment of Students in Catholic Systemic Schools of the Diocese of Armidale', along with any specific enrolment policy for the school, is printed at the end of this document.

Student Attendance Rates

The average student attendance rate for 2015 was 94.82%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.89%
Year 1	93.78%
Year 2	93.91%
Year 3	96.66%
Year 4	95.00%
Year 5	93.53%
Year 6	94.95%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

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

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

Percentage of staff who are Indigenous	0%
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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	Implementation of New Australian Science curriculum
Term 2	Building Professional Learning Communities
Term 3	Core Catholic Principles and Values - Primacy of God
Term 4	Australian History and Geography Curriculums

During 2015 all staff members at St Mary of the Angels completed WHS modules on Disability Standards and Equal Opportunities.

Staff attended a range of professional development surrounding the New Australian Curriculum with a particular focus on History and Geography.

All staff attended workshops to prepare for upcoming Classroom Observation requirements. Selected staff attended days surrounding AITSL standards and mentoring of new teaching staff.

Workshops on Professional Learning Communities and Higher Order Thinking Skills contributed

valuable knowledge to whole school learning initiative

Teacher Standards

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

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

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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

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

Masses were celebrated each fortnight with students taking an active part in the presentation of liturgies. Mass themes were carefully selected to enhance learning about the liturgical seasons and to complement themes being studied in class. There was an open invitation for parishioners and parents to attend school Masses. During 2015 the sacraments of reconciliation and First Eucharist were celebrated within the Parish. Bishop Kennedy also visited our school and Parish to celebrate the Sacrament of Confirmation. Our sacramental programs included sessions where parents, teachers, students and the Parish Priest worked together to assist students in their faith formation.

In 2015 St Mary of the Angels School also assisted in organising and running ecumenical services during Lent and Advent. As a faith filled community, spiritual and faith formation are an important part of life at St Mary of the Angels. During 2015 Parish member and staff joined together for four Twilight Retreats.

2015 saw the introduction of Core Catholic Values and Principles into our Diocesan schools. The focus of learning for 2015 was the Primacy of God. Through education, faith and spiritual formation it is hoped that our parents, teachers and students will become more confident to name, understand and articulate these core principles that our school's faith is built on.

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

Our School's average result (as a mark out of 50)	
Year 6	44.00

SECTION SIX: CURRICULUM

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

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

With the introduction of more advanced technology the school has made a great effort to bring technology to life within the classrooms. Websites are carefully selected to enable students to access literacy and numeracy skills in a format that allows teachers to monitor progress and accelerate learning. During 2015 the school purchased sets of iPads and additional chrome notebooks to ensure that students have access to adequate technology for learning. During 2015 internet services were upgraded to provide more powerful and reliable data access.

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

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

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

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

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

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	50.00%	48.20%	0.00%	11.00%
	Writing	71.00%	46.80%	0.00%	7.40%
	Spelling	29.00%	41.10%	14.00%	14.50%
	Grammar	50.00%	51.80%	0.00%	10.70%
	Numeracy	29.00%	33.60%	7.00%	15.20%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	35.00%	33.40%	29.00%	18.20%
	Writing	35.00%	19.10%	0.00%	17.50%
	Spelling	53.00%	32.60%	18.00%	15.30%
	Grammar	35.00%	36.20%	12.00%	16.20%
	Numeracy	24.00%	27.50%	12.00%	15.80%

Student Welfare Policy

No changes were made to this policy this year.

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

Discipline Policy

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

No changes were made to this policy this year. .

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

Anti-Bullying Policy

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

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

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to

the policy this year.

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

Initiatives Promoting Respect and Responsibility

Student leadership forms a major part of the culture of Respect and Responsibility that makes up the warm and caring climate of our school. St Mary of the Angels actively promotes Catholic Values with respect and responsibility being a core element. Our student leaders act as great role models for younger students and accept responsibility for specific tasks around the school. During 2015 the school contributed to society and civic life through participation in ANZAC and Remembrance Days, Clean Up Australia Schools Day 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 2015 senior students from St Mary of the Angels School modelled respect and responsibility by participation in the Meals on Wheels program. Students assisted volunteers to deliver meals to the elderly and sick residents from the local community.

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

SECTION NINE: 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 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 2015

In 2015 the new Science and Mathematics Curricula were implemented across all stages. Scope and Sequence documents were prepared and adjusted as teachers continued their professional knowledge in these areas. Teachers began Anita Chinn Maths learning modules. The P & F purchased \$5000 worth of Science resource boxes to ensure that there is a focus on the practical elements in this curriculum.

The school community developed familiarity with the Core Catholic Principles and Values document. Teachers attended the Bishop's information day on the Primacy of God. Throughout the year four twilight reflection sessions were held to help improve faith formation surrounding these values. Catholic Value guidelines were added to Science scope and sequence units.

Teachers explored the AITSL Framework through the AITSL site and through professional development. All teaching staff attended workshops on Classroom Observation in preparation for 2016. Personal Learning Plans were discussed but not implemented.

The school began its journey on developing Professional Learning Teams. This will intensify next year when teams will be released together with greater focus on stage learning and goals.

Priority Key Improvements for 2016

To embed Core Catholic Principles and Values across all learning areas and to increase teacher and parent knowledge of these values.

To further the professional dialogue within the school through more focused Professional Learning Teams to improve student learning outcomes.

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

To improve student learning outcomes in literacy and numeracy through differentiation of the curriculum by:

- Implementation of DLES goals through MiniLit, MultiLit and small group work within classes
- Careful data analysis and targeted learning for remediation and extension in Mathematics and problem solving
- Lessons based on higher order thinking skills and use of the Think Drive website to benchmark and compare student work samples.

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 2015 St Mary of the Angels conducted an independent on-line survey of all parents within the school. The survey covered a range of questions in the following areas; Leadership, Resources, General, Improvement Processes, Catholic Ethos, Teaching and Learning. The average overall score in all areas was the highest rating of "Excellent".

There was consistent praise for the teaching staff and the way they interact with the students and parents. It is perceived that the school has high standards in learning and behaviour and that students are treated as individuals. Parents commented on the efficiency and friendliness of the school secretary. It was noted that staff are continually upgrading knowledge to improve teaching and learning.

Parent opinions were split on differentiation of learning. Some believed that resources were spent on children excelling and more needs to be done for children who are experiencing difficulty. Others felt that more talented students needed more opportunity for extension. A desire for a male teacher on staff was expressed. Parents were concerned about the heating of classrooms. Huge concern was expressed about the loss of our much loved Parish Priest.

Student Satisfaction

In 2015 St Mary of the Angels conducted an independent on-line survey of students in Year 4 and 6. The survey covered a range of questions in the following areas; Leadership, Resources, General, Improvement Processes, Catholic Ethos, Teaching and Learning. The average overall score in all areas was the highest rating of "Excellent". Students were very complimentary about the warm, caring relationship between staff and students and the students themselves. Students believed that their learning was fun and offered exciting opportunities. A number of students commented on the Creative Arts, particularly times when they could perform outside school.

Students asked for better internet services. Some very valuable comments about how to improve the playground were offered. Students also asked for sporting equipment to be better organised and maintained.

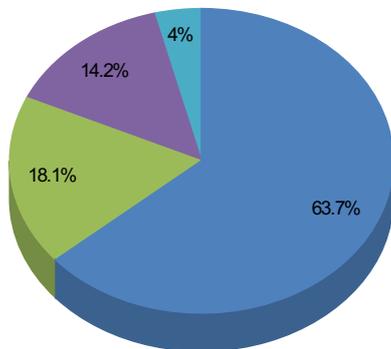
Teacher Satisfaction

In 2015 St Mary of the Angels conducted an independent on-line survey of all staff within the school. The survey covered a range of questions in the following areas; Leadership, Resources, General, Improvement Processes, Catholic Ethos, Teaching and Learning. The average overall score in all areas was the highest rating of "Excellent". Staff expressed a very high level of job satisfaction. There was an obvious respect between staff members and they felt that a strong sense of teamwork was evident. Staff commented on the level of partnership between students, staff, parents and other school bodies.

Staff expressed concerns about the reliability of internet access and how this affects their teaching. Room size and space available for group work was noted. Some comments about grounds and maintenance were mentioned, especially muddy areas that children could but don't avoid. One staff member expressed concern about students being dropped off at school before supervision hours even though this has been clearly advertised by the school.

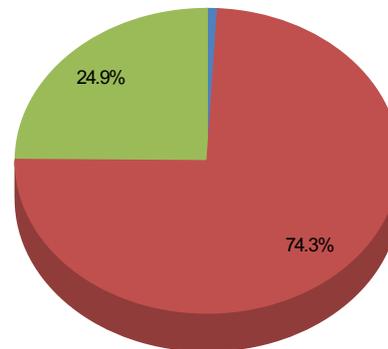
SECTION ELEVEN: FINANCIAL STATEMENT

Income



- Commonwealth Recurrent Grants (63.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.1%)
- Fees and Private Income (14.2%)
- Other Capital Income (4%)

Expenditure



- Capital Expenditure (0.9%)
- Salaries and Related Expenses (74.3%)
- Non-Salary Expenses (24.9%)

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 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$704,120
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$199,703
Fees and Private Income ⁴	\$157,071
Other Capital Income ⁵	\$43,900
Total Income	\$1,140,327

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$9,338
Salaries and Related Expenses ⁷	\$790,290
Non-Salary Expenses ⁸	\$264,622
Total Expenditure	\$1,064,250

For the 2015 year the St Mary of the Angels Primary received \$35,533 as Interest Subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Enrolment Policy

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> .