

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

2017



School Contact Details

PO Box 254, GUYRA 2365

principal@stmarysguyra.catholic.edu.au

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

02 6779 1661

Principal

Mrs Sharon Wittig

ABOUT THIS REPORT

St Mary of the Angels 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

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 Advisory School 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 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

2017 has been a year of transitioning for St Mary of the Angels. Our School Board held its final meeting and was replaced by the newly elected School Advisory Council. Much time was spent in preparation for this important change as we learnt about the new constitution and the legal requirements surrounding it. We look forward to continuing to represent our school community in providing our Principal with ongoing support and guidance.

Our P & F have been very active again assisting the school with donations and promoting our school within the community. They should be congratulated on the very successful Open Gardens which highlighted both our community and school throughout the region and beyond.

It has been a pleasure to serve as the outgoing Chairperson of the St Mary of the Angels School Board. To all of our staff, you do a wonderful job of teaching, guiding and going the extra mile for our children and you must be commended for your efforts. Thanks to our Principal for her dedication, expertise and care to our school community.

Board Chairperson 2017

Student Body Message

us and we hope that we did a good job in 2017. We were asked to assist with lots of things around the school, especially jobs relating to younger students in the school. It was great to have younger buddies from Kindergarten and Transition that we helped with reading and social skills. We think the teachers respected us and we developed a good relationship with them.

There were some privileges that came with being in Year 6. Some of these were participating in Meals on Wheels and spending special time with our friends from Kolora. We had a fantastic time learning "The Cat in the Hat" for the Creative Arts Evening. We attended STEP days to help us prepare for high school.

The end of the year was celebrated with a farewell Mass and a dinner that was hosted by Year 5. We planted a special tree in the school grounds and we enjoyed the famous, last day water-fight with Year 5 and the teachers. As we leave St Mary of the Angels, we will take hundreds of happy memories with us and we wish next year's senior students a wonderful year in 2018.

Year 6 Leaders 2017

SECTION TWO: SCHOOL FEATURES

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

St Mary of the Angels Primary School was established in 1919 by the Ursuline Sisters and is located in Guyra on the Northern Tablelands. St Mary of the Angels has had associations with the Ursuline, Dominican and the Mercy Sisters since its inception. St Mary of the Angels is currently staffed by lay teachers and provides an outstanding education for students from K-6. The school's current enrolment is 71 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, Remembrance Day and contributing to the annual agricultural show.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
32	37	0	69

* 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 92.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.00%
Year 1	92.00%
Year 2	92.00%
Year 3	93.00%
Year 4	93.00%
Year 5	93.00%
Year 6	86.00%

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
6	8	14

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

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

Professional Learning

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

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

Term 1	Retreat Day based on Fidelity of Relationships.
Term 2	Core Catholic Principles and Values - Fidelity of Relationships
Term 3	Senior First Aid Certificate
Term 4	Teacher Wellbeing Toolkit

Much of our Professional Development throughout the year was centred on the Diocesan Collaborative Inquiry Initiative led by Dr Lynn Sharratt. The focus was always on improving student learning outcomes by "Putting Faces to the Data". We worked on Learning Intentions and Success Criteria. We took a whole school approach to embedding the 14 Learning Parameters.

Pastoral Care and Wellbeing were also a major focus for 2017. Staff used the NESA Teacher Wellbeing Toolkit to enrich relationships across the school. Two staff members also completed the Seasons for Growth Loss and Grieving program.

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.	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 2017 the sacraments of Reconciliation, First Eucharist and Confirmation were celebrated within the Parish..

In 2017 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 2017 Parish members and staff joined together for four Twilight Retreats.

Our school continued to learn about and promote Core Catholic Principles and Values. The focus of learning for 2017 was the Fidelity of Relationships. 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	37.50

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.

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

With the introduction of more advanced technologies the school has made a great effort to bring technology to life within the classrooms. Websites are carefully selected to enable students to access literacy and numeracy skills in a format that allows teachers to monitor progress and accelerate learning. During 2017 the school purchased additional iPads and chrome notebooks to ensure that students have access to adequate technology for learning. Planning and resourcing was completed to prepare the school for upcoming NAPLAN on line.

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 a variety of carnivals and sporting trials at a Diocesan level. During 2017 a number of students progressed on to Polding level in Cross Country and Athletics.

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	60.00%	51.60%	0.00%	10.00%
	Writing	80.00%	44.60%	0.00%	7.50%
	Spelling	60.00%	45.60%	0.00%	13.10%
	Grammar	100.00%	55.50%	0.00%	10.50%
	Numeracy	60.00%	39.80%	0.00%	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	63.00%	37.00%	0.00%	14.60%
	Writing	18.00%	15.80%	0.00%	19.40%
	Spelling	37.00%	34.30%	0.00%	14.10%
	Grammar	27.00%	35.40%	0.00%	17.50%
	Numeracy	50.00%	27.90%	0.00%	14.60%

Student Welfare Policy

No changes were made to this policy in 2017.

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 in 2017.

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

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 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 2017 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 2017 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 2017

All Year 5 and Year 7 students involved in our Maths Action Learning Initiative displayed appropriate positive growth as reflected in NAPLAN and other school based assessments. 60% of Year 3, 50% of Year 5 and 47% of Year 7 students placed in the top two bands of NAPLAN Numeracy testing. The school has noticed a marked improvement in positive attitude towards mathematics.

The Leader of Pedagogy role has been very successful in supporting whole school practice, promoting a shared vision and accountability that has resulted in positive learning outcomes for all students across the school. This Leader of Pedagogy has led the school to successfully implement initiatives from the Diocesan Collaborative Inquiry Initiative.

Whole school data analysis has helped to target learning and guided differentiation in classroom teaching.

The NESA Teacher Wellbeing Toolkit was used as a basis for building relationships and social capacity amongst staff, students and the wider community.

Priority Key Improvements for 2018

Provide professional learning for staff on Core Catholic Principles and Values (CCPV) focusing on "The Common Good" to assist teachers to explicitly program and teach these principles.

Continued commitment to the Collaborative Inquiry Initiative and embedding the 14 parameters.

Review practices around teaching writing to ensure that spelling, grammar, punctuation and writing are being taught together in context rather than in isolation.

Actively participate as a supplementary school in the State Action Plan for Literacy and Numeracy.

Explore the Diocesan Pastoral Care and Wellbeing Framework to build upon positive achievements from 2017. To provide support to alleviate stress factors and anxiety for school stakeholders.

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 St Mary of the Angels conducted an independent survey of all parents. The survey covered a range of questions in the following areas: leadership, resources, general, improvement process, Catholic ethos, teaching and learning. Parents expressed a very high level of satisfaction.

Some areas for consideration for improvement were:

Lack of musical opportunities offered by the school. Hopefully this will be addressed next year with the introduction of a specialist Music teacher.

Changes in teaching staff resulting in disrupted learning for students. This is often an unfortunate concern in rural areas with a lack of suitable applicants for positions advertised. Early advertising of positions will hopefully alleviate this problem in future years.

Some concern was expressed about the nature and amount of homework students received. Consideration of this will be a part of next year's planning

It was interesting that some parents would like to see the use of additional technology whilst others feel that technology is over used in education.

Student Satisfaction

In 2017 St Mary of the Angels 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, general, improvement process, 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. They were also appreciative of the many and varied opportunities offered within the school curriculum.

Many suggestions for improvement centred on the availability of sporting opportunities and an increase in available sporting equipment.

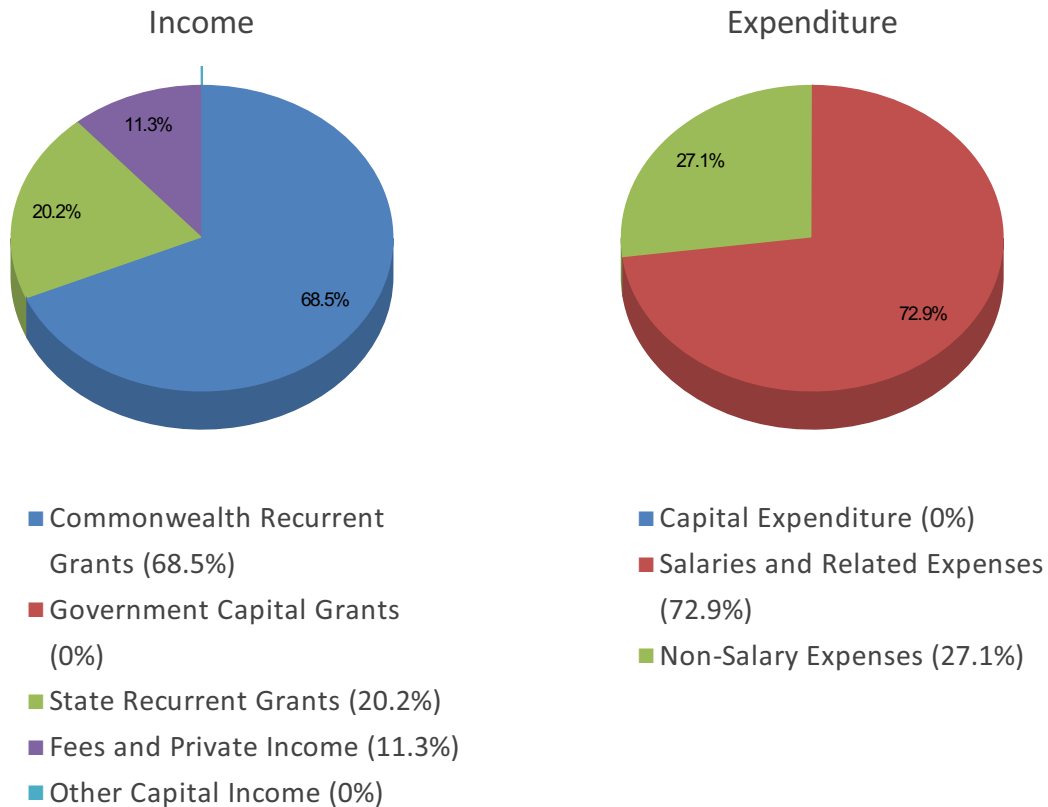
Teacher Satisfaction

In 2017 St Mary of the Angels conducted an independent survey of all staff. The survey covered a range of questions in the following areas: leadership, resources, general, improvement process, 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.

Some areas pinpointed for consideration included increased opportunities for further Professional Development in personally identified areas and a desire for better assessment techniques and time for data analysis to promote growth in student learning.

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	\$847,978
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$249,833
Fees and Private Income ⁴	\$140,038
Other Capital Income ⁵	\$400
Total Income	\$1,267,966

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$428
Salaries and Related Expenses ⁷	\$885,602
Non-Salary Expenses ⁸	\$328,787
Total Expenditure	\$1,214,817

For the 2017 year the St Mary of the Angels Primary received \$29,717 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 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.