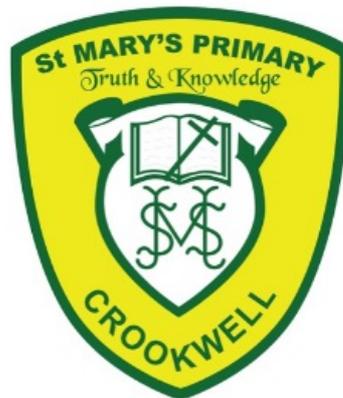




CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St Mary's Primary School Crookwell

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Principal

Miss Kathy Neely

Section One: Message from Key Groups in our Community

Principal's Message

At St Mary's each student is supported within a welcoming and inclusive learning environment based on the values of Excellence, Care for Others, Justice, Service and Respect.

St Mary's is a small country school that demonstrates a commitment to teaching and learning that focuses on the individual. We have a dedicated, professional and highly qualified teaching and support staff who work to ensure that programs allow for the total development of each child.

In 2015 St Mary's was commended by ACARA as one of 300 top performing schools in Australia. The school growth in NAPLAN from Year 3 to 5 in Literacy and Numeracy was exceptional. The school's name was in a leading article in the popular media for this performance. This result was a culmination of strong across the school teaching practices and parental support of home reading programmes.

St Mary's School community is well known for its welcome and hospitality. Staff, students and parents support our core values. The parish community look to the school for support and expertise as there is no resident parish priest.

Parent Body Message

The Parents and Friends Association (P&F) along with the School Board at St Mary's have had another successful year in 2015. A number of successful events were again held throughout 2015.

The catering of the Crookwell Show is an important fundraiser that keeps the school visible in the local community. St Mary's owns 34 head of cattle that in a year of good prices gives financial benefits to the school.

Fundraising money was used to improve the school readers, install a SMART TV in the School Hall and purchase a much needed shade structure for school functions. The parents and other supporters put in a tremendous effort to improve the school resources.

The School Board continued to meet regularly to discuss the school's directions for Catholic Identity, Financial concerns, Maintenance, Academic Programmes and Enrolments and Growth. The introduction of "The School Explorers" programme improved enrolments by a third. The School Board concentrated on long term maintenance improvements.

They also were eager to affirm staff on achieving recognition for their NAPLAN results and the standing it gives the school in the wider community.

Student Body Message

In 2015 students identified many highlights of the school year. Year 6 organised a hugely successful evening school social. We had lots of music and fun activities including a dance competition.

We raised over \$1000 on Mission Day, where lots of different activities were organised. The Year 6 students own fundraising supported a student in their class whose house was destroyed by fire. Students were happy to use these opportunities to see school values of service, justice and care for others have practical applications in their own school setting.

Year 6 have been able to display leadership towards other students through leading assemblies and the Kinder Buddy Program.

Section Two: School Features

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

St Mary's Primary School is a rural Catholic school located at in the town of Crookwell in the Southern Tablelands of NSW. It is a close-knit rural community situated close to the regional centre of Goulburn and within easy travelling distance of Sydney and Canberra. The school caters for students from Kindergarten to Year 6.

At St Mary's every child is given the opportunity to reach their potential by experiencing success, happiness and fulfilment in as many ways as possible. We achieve this within a welcoming and supportive learning environment that is based on the values of the Sisters of Mercy who founded our school. These values are Excellence, Care for Others, Justice, Service and Respect. St Mary's is an inclusive school which caters for a broad range of abilities and learning styles.

Our dedicated and professional teachers and support staff ensure that all programs offered are implemented effectively to meet the individual needs of all children. Programmes provide opportunities for enrichment in a wide range of areas including academic, sport, and the creative and performing arts.

Students consistently achieve sound results in NAPLAN testing. St Mary's Primary School offers students specialist Japanese language and cultural classes, as well as a wide range of Information Technology to support students in the classroom. The staff at St Mary's Primary School staff are highly experienced, and skilled in dealing with students with learning difficulties.

We have excellent facilities that feature a contemporary library, computer laboratory and multi-purpose hall. All of our classrooms are fitted with Interactive Whiteboards and a high priority is given to the integration of technology into the curriculum including ipads.

Our motto, 'Together as One', reflects our commitment to working together with the Parish and wider community for the benefit of all.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Mary's, Crookwell follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

As a School Community we base all of our actions on Catholic beliefs, traditions and values. Our Vision Statement "Together as One in Truth and Knowledge" unifies the school community. The Mercy Values (adapted from the values of our school founders – The Sisters of Mercy) of Excellence, Care for Others, Justice, Respect and Service guide the staff and students into action in living out our School Vision.

The school vision and values are reflected in many ways through the life of the school. They are reflected in the prayer life of the school through regular value focus services, whole community prayer celebrations, prayer lead assemblies, and liturgies. They are reflected in our day-to-day school life, through a whole school focus on living a chosen value; and through recognising and acknowledging evidence of: Excellence, Care for Others, Justice, Respect and Service.

St Mary's has a strong commitment to service. During Catholic Schools Week and at other times through the year, the students visit many organisations within the community to offer service to others. Students visit the Day Care Centre, Viewhaven Aged Care, Crookwell Pre-school and Country Kids Children's Centre. They provide morning tea for Parishioners and even push trolleys and carry bags for elderly shoppers. As part of our school values of Service, Care for Others, Justice and Respect, St Mary's actively strives to help the poor through St Vincent DePaul, Caritas and Catholic Mission; our 2015 Catholic Mission day raised over \$1000. The impact of this whole school value focus is reflected in the way the students serve and care for each other and the wider community on a daily basis.

St. Mary's Primary School fosters strong links with St. Mary's Parish and the wider community of Crookwell. Our school students regularly attend, and participate in, weekday Parish Liturgies and combined School and Parish Sacramental Programmes. At Easter and Christmas the students at St. Mary's join the surrounding schools for a Combined Ecumenical Service.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
59	56	0	115

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 92.94%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	94%
Year 2	93%
Year 3	93%
Year 4	91%
Year 5	93%
Year 6	94%

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;
 - documented plans are developed to address the needs of students whose attendance is identified as being of concern;
 - the Catholic Education Office designated School Services 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 Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
11	6	17

* This number includes 7 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The school held four whole staff days in 2015. The content of these days was as follows: Kidsmatter training, Religious Education and Poe Francis ,and a day on Learning needs with speech therapy and child psychology and family counselling.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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	61%	48%	0%	11%
	Writing	70%	47%	0%	7%
	Spelling	36%	41%	14%	15%
	Grammar and Punctuation	59%	52%	5%	11%
	Numeracy	61%	34%	4%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	38%	34%	6%	18%
	Writing	18%	19%	0%	18%
	Spelling	50%	33%	6%	15%
	Grammar and Punctuation	62%	36%	0%	17%
	Numeracy	33%	28%	22%	16%

Section Seven: 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 Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

There were three main priorities in 2015. First was the introduction of the New South Wales Board of Studies syllabus containing the Australian Curriculum for History and Science. As part of that implementation our 2015 School Improvement project focused on developing assessments tasks for History and Science that allowed strong differentiation in giving out A to E grades. Extensive surveys of the students led to changes to more choice in assessment tasks and more project based work.

Our next priority in 2015 was developing an action plan and Scope and Sequence plan for the "Making Jesus Real" programme. The programme helped us to ground our Religious Education Programme in the day to day reality of living our Catholic faith. It will continue in 2016 with a peer support programme that uses MJR principles.

Our final priority was a focus on KIDSMATTER which is a mental health and well-being framework that we will continue in 2016 as part of our strategic plan. This developed ongoing strategies to help students and families build their resilience. It also led to the introduction of "Bounce Back" to supplement our Health curriculum.

Priority Key Improvements for 2016

Our key improvements in 2016 will be :

Embedding New Religious Education Units of "Treasures New and Old into RE Teaching programmes. This will include a refocus on the PRAXIS method and looking at assessment in Religious Education. There will also be a focus on creating school liturgies.

For staff to have assessment pieces for Geography, Science and Religious Education that allow students to demonstrate their knowledge and competency across a range of A to E for reporting purposes

For Year 3 cohort in 2015 to achieve state level results in Grammar and Punctuation in 2017.

For students in Year 3 from 2016 onwards to achieve state level results in Grammar and Punctuation.

This include on developing a scope and sequence chart and across the school priorities.

Section Eight: School Policies

Student Welfare Policy

The principles of Restorative Justice are embedded in the school's Pastoral Care Policy. These principles include: acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships, learning and growing from experience. This policy is regularly communicated to all members of the school community. Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the need to provide a safe and caring learning environment. The policy acknowledges teacher and student rights and responsibilities and is based on the Gospel teachings of love for self and others. Our policy can viewed on the school website at:www.stmarysc.nsw.edu.au

Corporal punishment is expressly prohibited in this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the Pastoral Care Policy may be accessed via the school website at www.stmarysc.nsw.edu.au or from the Front Office

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

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the 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 our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

The role of Parents and their support of school is evident in the strong numbers attending parent forums such as the Parents and Friends group and the School Board. Feedback amongst the community suggests that the school offers a warm, family atmosphere and achieves at high level academically. This has led to high levels of satisfaction from parents.

The school being named by ACARA as a high performing school supports parent's satisfaction in the school. Parents of students needing extra support are satisfied that their child's needs are being met.

Parents identified the following as areas of strength in the school: caring environment, sense of community, pastoral support, teaching staff, leadership, and high expectations.

Student Satisfaction

In 2015 the student's satisfaction level with different styles of learning were surveyed. Using these results some different approaches were tried in some subjects areas. Students were re-surveyed and expressed high satisfaction levels with learning that was grouped based, units they could work through at their own pace. Students have really enjoy choosing their own ways to present their learning through things like imovies , plays, powerpoints,prezis, popplets and displays. The key to their satisfaction was having control of their learning through open ended tasks.

Teacher Satisfaction

Staff were also surveyed to express their views on satisfaction levels of students learning in 2015. These learnings lead them to create a range of open ended tasks that enabled them to challenge their students. Teachers enjoyed giving students a variety of media to express their understandings

Staff was morale was high after receiving commendation from ACARA on outstanding growth levels in NAPLAN. This reaffirmed their efforts of high quality teaching resulting in good academic results across the school.

Section Ten: Financial Statement

Income

Expenditure

- Commonwealth Recurrent Grants (66.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.5%)
- Fees and Private Income (10.5%)
- Other Capital Income (3.7%)

- Capital Expenditure (2%)
- Salaries and Related Expenses (80.6%)
- Non-Salary Expenses (17.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,083,643
Government Capital Grants ²	\$514
State Recurrent Grants ³	\$319,138
Fees and Private Income ⁴	\$171,076
Other Capital Income ⁵	\$60,377
Total Income	\$1,634,748

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$31,873
Salaries and Related Expenses ⁷	\$1,317,186
Non-Salary Expenses ⁸	\$284,427
Total Expenditure	\$1,633,486

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.