



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2016



## St Mary's Primary School Crookwell

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### **Principal**

Ms Kathy Neely

## Section One: Message from Key Groups in our Community

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### Principal's Message

St Mary's Primary School is a Catholic Systemic school that follows the guidelines and policies set down by the Catholic Education Commission of the Archdiocese of Canberra and Goulburn and the NSW Board of Studies.

In 2016 our school catered for 112 students from Kinder to Year 6.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

At St Mary's each student is supported within a welcoming and inclusive learning environment based on the Mercy 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 works to ensure that programs allow for the total development of each child.

### Parent Body Message

St Mary's is well served by two parent bodies that play important roles in the school.

The School Board supports the school with Catholic Identity and monitoring enrolments and marketing the school. It oversees Financial Management and Maintenance and Health and Safety. It discusses Curriculum and issues related to leadership in the school. The Board noted in 2016 growth in Kinder enrolments and that a restructure of the school readiness programme, "The School Explorers", for prospective Kindergarten students was proving successful.

In 2016 the school embarked on a "Technology for Schools" programme supported by the CE which plans for providing students with more portable devices as a tool to enhance and support their education.

The P & F continued their important fundraising and building school community role. They raised \$34000 for the school to purchase iPads, an extension of the stage, an upgrade the Uniform Shop and the replacement of the ageing shade cloth in the assembly area.

The continuous and enthusiastic P & F efforts in our local community plan an important part in marketing St Mary's School.

### Student Body Message

In 2016 the students continued to be very proud of their school. A highlight this year has been establishing a student lead peer support programme. The Year 6 students used the principles of "Making Jesus Real" to work with multi-age groups to teach the messages of W.E.S.T. (Welcoming, Encouraging, Saying Sorry and Thank You.) The peer groups met all year and finished the year with "Works of Mercy" for St Mary's Day.

The *Minnie Vinnies* group was very active in promoting environmental awareness, joining in the Vinnies sleep out and promoting the course of CARITAS during the year.

Other student lead activities were Mission Day activities included a school disco and fundraising events to assist an ex-student of the school who is dealing with ongoing medical issues.

## Section Two: School Features

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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 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.

St Mary's Primary School was established by the Sisters of Mercy in 1903 and this rich Mercy history is still embedded in our actions today. The Mercy values of Excellence, Care for Others, Justice, Respect and Service underpin all we strive to achieve.

At St Mary's we have created a happy, safe and nurturing climate for the children in our care. This care permeates every aspect of our school life; it is based on Christian values and affirms the dignity and worth of each member of our school community. By coming together as a caring community we can nurture in our children a faith-filled relationship inspired by Christ.

Teaching and learning is the core business of St Mary's. In addition to our Religious Education and values program, there is a strong emphasis on Literacy, Numeracy, Science, History, Geography, Information and Communication Technology, Physical Education, Personal Development, Health and the Arts. Through our rich programs we endeavour to assist the children develop skills for an enriching life.

We have a strong team of Classroom Support Assistants, led by our Classroom Support Teacher, to respond to the individual needs of the children in our care. We are passionate about providing a dynamic and engaging curriculum for our students, which promotes best teaching practice and educational pedagogy. Above all, the staff of St Mary's excels in relating to the children in their care and in their ability to strive for excellence in teaching and learning.

Students consistently achieve sound results in NAPLAN testing.

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 through mobile technologies and use of Google Classroom.

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

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

### Religious Life & Religious Education

St Mary's School 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, 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 De Paul, Caritas and Catholic Mission; our 2014 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

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### 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 2016:

Girls	Boys	LBOTE*	Total Students
56	56	0	112

\* 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 2016 was 92.25%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	93%
Year 2	93%
Year 3	92%
Year 4	92%
Year 5	89%
Year 6	93%

### 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

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The following information describes the staffing profile for 2016:

<b>Total Teaching Staff*</b>	<b>Total Non-Teaching Staff</b>	<b>Combined Total</b>
11	5	16

\* 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

St Mary's Primary School has highly qualified, experienced and professional staff.

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 PL days in 2016. The content of these days were as follows: Religious Education and Pope Francis, Technology and using Google Classrooms and a Speech and Language online course.

### 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	33%	49%	0%	11%
	Writing	58%	49%	0%	6%
	Spelling	25%	46%	8%	12%
	Grammar and Punctuation	42%	52%	8%	10%
	Numeracy	33%	36%	0%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	33%	35%	17%	15%
	Writing	17%	17%	17%	18%
	Spelling	9%	30%	18%	18%
	Grammar and Punctuation	45%	36%	9%	15%
	Numeracy	8%	29%	23%	17%

## Section Seven: School Review and Improvement

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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 2016

Our key improvements in 2016 were:

Embedding the new Religious Education Units of "Treasures New and Old into RE Teaching programmes. This included a refocus on the PRAXIS method and looking at assessment in Religious Education. The staff created GRASP Tasks for Religious Education Assessment that allowed for student input and inquiry.

In 2016 staff also worked on creating class Prayer Celebrations and these were shared with our wider School Community.

Staff also examined new curriculum content from the Brisbane Archdiocese.

Staff created open assessment pieces for Geography and Science that allow students to demonstrate their knowledge and competency across a range of A to E for reporting purposes.

Another key improvement for 2016 was to lift the results for Grammar and Punctuation. Staff worked on creating consistency in teaching Grammar and Punctuation and our Learning and Teaching Facilitator create a Scope and Sequence for Grammar and Punctuation for K-6.

### Priority Key Improvements for 2017

#### Key Improvement Goal 1

To develop a quality, inclusive and positive learning environment that nurtures both student wellbeing and achievement.

This will be implemented through; Kidsmatter training for staff, STEM projects targeted to impact on student engagement, STEM Club, collaboration with Trinity Robotics Club, release time for all teachers to plan class projects, MJR Peer Wellbeing Groups (Peer support focusing of positive behaviours and resilience) and further development of Inquiry Learning.

#### Key Improvement Goal 2

To promote both student and teacher wellbeing. Understanding that positive relationships are at the heart of effective teaching.

This will be implemented through; Kidsmatter and Bounce Back Implementation, staff wellbeing PD, student leadership opportunities.

#### Key Improvement Goal 3

To discover what impact the use of learning technology can have on inquiry learning, student engagement and the quality of writing.

This will be implemented through; Collaboration with Catholic Education Officers, development of literacy blocks and learning technology resources to support literacy, use of Google Classrooms, the implementation of new Chromebooks for student use,



## Section Eight: School Policies

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### Student Welfare Policy

At St Mary's our Student Pastoral Care, Wellbeing and Disciple Policy incorporates a positive approach to discipline and is founded on the following beliefs which we all share:

We believe that:

- Every child is an individual
- Every child is entitled to respect and dignity
- Every child should know that he/she is loved and cared for under all circumstances
- Every child is growing and striving for perfection, following the model of Jesus and Mary the Mother of Jesus, our patron Saint.
- All discipline is ultimately self-discipline.

All members of St Mary's Primary School have the following:

Rights

- To learn
- To feel safe at all times at school
- To be respected and valued as a person
- Enjoy a pleasant, clean and healthy environment

All members of St Mary's Primary School have the following:

Responsibilities

- To let everyone have a chance to learn
- To make sure that everyone in our school is safe
- To show respect for other people
- To keep our environment as pleasant and safe as possible
- To show love and respect for God

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>.

This policy describes the process for effectively managing complaints whilst protecting the right of all parties involved and seeking solution to the problem in the best interests of all affected.

St Mary's Primary School is a school in which we strive to be witness to the Gospel values of truth and justice in our relationships with each other and with our community.

It is with these values in mind and a genuine desire for open communication that we encourage all members of our community to respond positively to critical feedback ensuring that all have the opportunity to contribute to the continued improvement of the school.

It is expected that all staff will demonstrate a commitment to ensuring that a culture of consultation and open dialogue is nurtured at every level, giving every member of the community the opportunity to express dissatisfaction as well as satisfaction.

Complaints need to be addressed responsively, openly and in a timely manner to the satisfaction of all involved and to maintain harmonious relations in the wider community.

The full text of the School's Complaints and Grievances Policy may be accessed on the School's website or at the School Office.

## Section Nine: Community Satisfaction

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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

This parent satisfaction survey at St Mary's Primary School Crookwell K-6 was undertaken in August 2016. 25 of the 47 parents (or 53%) completed the survey. Parents were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:- Strongly disagree 0, Disagree 1, Neither agree nor disagree 2, Agree 3, Strongly agree 4.

The following is part of an executive summary of the survey;

- 3.5 This is a good Catholic school.
- 3.6 My child is happy going to this school.
- 3.7 The school is a safe place for my child.
- 3.5 The staff at this school take an interest in my child.
- 3.5 My child's teachers and other staff at this school make me feel welcome.
- 3.3 Religious Education is taught well at this school.
- 3.4 Prayer is important at this school.
- 3.6 This school takes a balanced approach in providing an all-round education.
- 3.3 I know what is happening at the school and coming events.
- 3.4 I can make contact with my child's teacher or other staff easily.
- 3.4 The school responds quickly to my concerns.
- 3.7 My child's teacher is approachable.
- 3.4 Parent teacher conferences are helpful at this school.
- 3.5 I am happy with the quality of teaching my child receives.

### Student Satisfaction

A student satisfaction survey at St Mary's Primary School CROOKWELL was undertaken in August 2016. Surveys were sent to all students in Year 4 to 6. 58 of the 58 students (100%) completed the survey.

Students were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:- Strongly disagree 0, Disagree 1, Neither agree nor disagree 2, Agree 3, Strongly agree 4.

The following is part of an executive summary of the survey;

- 3.4 I am getting a good Catholic education at this school.
- 3.6 I like being at this school.

3.5 I feel safe at this school.

3.0 This school listens to my opinion.

3.2 I feel accepted by other students at this school.

3.4 This school encourages me to be a good community member.

3.4 This school celebrates student achievements.

3.3 This school is well maintained e.g. clean, buildings painted, gardens looked after etc.

3.4 I use technology at this school to help me learn.

3.3 This school gives me opportunities to do interesting activities.

3.5 My teachers try to make lessons interesting.

3.4 My teachers tells us what we are learning and why.

3.6 My teachers care about me.

3.6 My learning is improving at this school.

## Teacher Satisfaction

Staff satisfaction and morale consistently remains high at St Mary's Primary School. This teacher satisfaction is evidenced by an extremely high retention rate and attendance for 2016.

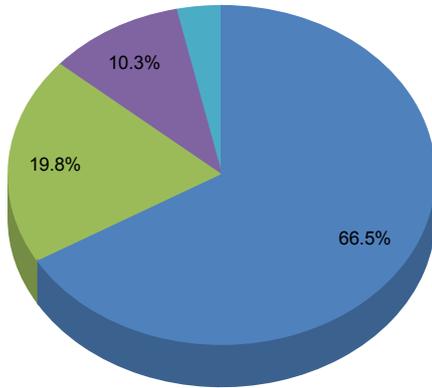
The staff enjoy positive, collegial relationships with each other and this supportive environment creates a positive milieu.

Staff are consistently involved in the decision making processes, allowing each teacher to feel ownership over the change and development that occurs each year.

As we are a small school, with six classroom teachers, each teacher is required to take on extra duties and responsibilities including sports carnival coordination and Key Learning Area coordination. Each staff member completes extra duties in an enthusiastic and organised manner.

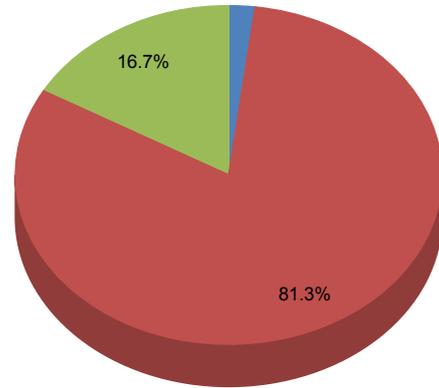
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (66.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (10.3%)
- Other Capital Income (3.4%)

Expenditure



- Capital Expenditure (2%)
- Salaries and Related Expenses (81.3%)
- Non-Salary Expenses (16.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,149,177
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$342,709
Fees and Private Income <sup>4</sup>	\$177,469
Other Capital Income <sup>5</sup>	\$59,224
<b>Total Income</b>	<b>\$1,728,579</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$33,349
Salaries and Related Expenses <sup>7</sup>	\$1,355,671
Non-Salary Expenses <sup>8</sup>	\$279,067
<b>Total Expenditure</b>	<b>\$1,668,087</b>

### 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.