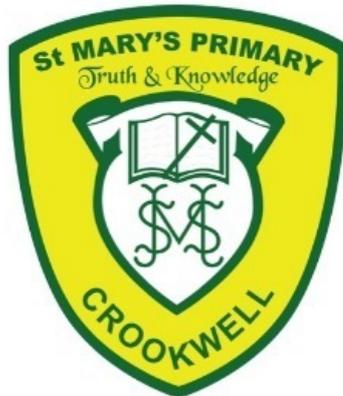




ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



St Mary's Primary School Crookwell

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Principal

Mrs Sarah Lowe

Section One: Message from Key Groups in our Community

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 Education Standards Authority (NESA).

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 the commencement of 2017 our school catered for 109 students from Kinder to Year 6.

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 which focuses on the individual. We have a dedicated, professional and highly qualified teaching and support staff who work to ensure that our 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 Parents and Friends Association had another productive year in 2017. A number of successful events were again held throughout 2017. The Crookwell Show Barbecue, one of our major fundraisers, provides substantial funds and keeps the school visible in the local community.

St Mary's P&F Committees for 2017 included our Cattle Committee, Tuckshop and Uniform Shop. Each class participates in an allocated fundraising event each year. These include street stalls, wood raffles, Barbecues, Pie Drives and Bulb Drives to name a few.

Fundraising money in 2017 was used to assist with a School Beautification Project, which saw the installation of a new fence, a front garden, sandpit and seating on the playground.

The School Board supports the school with monitoring our Catholic Identity & Character, Enrolment and Growth, Academic Programs, Physical Resources, Financial Management and Leadership. In 2017 it was noteworthy to mention successful promotional processes with the enrolment of a large Kindergarten cohort for 2018.

Student Body Message

2017 was a great year for the students at St Mary's with many events and highlights. Year 6 commenced our pre-Lenten season with a pancake breakfast. It was lovely to greet families at the gate with homemade pancakes. Throughout Lent Year 6 worked in groups to raise money for Caritas. Some of the fundraising events included a Multi Day, decorate a cake stall and treasure hunt.

Another of the Year 6 organised events was the school disco. This year we dressed up in the theme of "When I Grow Up".

The students managed to raise over \$1000 on Mission Day and St Mary's Feast Day. Some of the highlights of this day included Mary Graffiti Art, Christmas Cards for the Homeless, our White Elephant Stall and Novelty Events.

One major highlight of the year was our class excursions. Year 6 spent three nights at the Department of Sport and Recreation at Narrabeen. Year 5 had an overnight excursion to Canberra. Year 3 and 4 went to the Art Gallery and Arboretum and Year 1 and 2 went to the Q Theatre in Queanbeyan.

In 2017 we also got a very large new sandpit for our Top Playground.

We had a great year and are grateful for all the opportunities we were given.

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 close-knit rural community situated in the Southern Tablelands, 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 qualified Classroom Support Assistants, led by our Classroom Support Teacher, who 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.

We have excellent facilities that feature a contemporary library, computer laboratory and multipurpose 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

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

Religious Life & Religious Education

St Mary's School pursues the mission of Catholic Education in the Archdiocese of Canberra and Goulburn in providing an inclusive and welcoming community that gives witness to the values of Jesus Christ.

Our Vision Statement "Together as One in Truth and Knowledge" unifies the school as a welcoming community intent on pursuing quality education and pastoral care. The school values (adapted from the values of our school founders – The Sisters of Mercy) are Excellence, Care for Others, Justice, Respect and Service. These values guide all members of the community into action in realising the school Vision and Mission.

As a School, plans and actions reflect Catholic beliefs, traditions and values. These are reflected in our day-to-day school life, through a whole school focus on living Christian values; and through recognising and acknowledging evidence of: Excellence, Care for Others, Justice, Respect and Service.

The school engages in daily class prayer and Christian meditation; daily whole school prayer; class prayer celebrations based on Religion teaching/learning units; and whole school community prayer and liturgies to celebrate days of religious significance.

In our aim to continue the mission of Jesus, St Mary's School maintains a strong commitment to service. Teachers and students actively pursue a deeper knowledge and understanding of – and empathy for – the 'least of our brothers'. We engage in acts of service in our overall aim to make our world a more loving and just place where care of others is reflected and valued. 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 the elderly with their shopping. 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. 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. Regular contact is made with the Clergy of the Goulburn Mission both face to face and through the local Crookwell Parish associate. Our school students participate in Parish Liturgies, Prayer celebrations and Sacramental Programmes. At Easter and Christmas the students at St. Mary's join the surrounding schools for a Combined Ecumenical Service.

The Religious Education Curriculum follows the CE Canberra/Goulburn Archdiocesan Guidelines.

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 2017:

Girls	Boys	LBOTE*	Total Students
51	55	0	106

* 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 2017 was 92.17%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95%
Year 1	93%
Year 2	93%
Year 3	93%
Year 4	90%
Year 5	93%
Year 6	89%

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 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
12	5	17

* This number includes 7 full-time teachers and 5 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 opportunities 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 courses, meetings and conferences.

Some of the Professional Learning undertaken in 2017 included Visualisation in Mathematics, Performance Conversations: Developing Capability and Capacity, STEM and Principals as Instructional Leaders.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	33%	52%	17%	10%
	Writing	42%	45%	0%	8%
	Spelling	8%	46%	17%	13%
	Grammar and Punctuation	33%	56%	8%	11%
	Numeracy	8%	40%	17%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	41%	37%	14%	15%
	Writing	18%	16%	14%	19%
	Spelling	23%	34%	9%	14%
	Grammar and Punctuation	23%	34%	18%	18%
	Numeracy	18%	28%	5%	15%

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 2017

At St Mary's we worked towards achieving the following Key Improvements in 2017:

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

To strengthen school-community partnerships

To examine effective and purposeful use of learning technologies (including Google classroom) to increase student engagement and collaboration

To improve staff communication, and resource and information sharing, by implementing Google Drive and apps

Some of the 2017 educational initiatives included:

- STEM Club
- Maths Club
- Study Club
- Personalised Reading Intervention Program
- An adjusted timetable and a dedicated uninterrupted literacy block

Some of the School Improvements included:

- the removal of the old asphalt on the front yard
- grass and trees in the front yard
- Colorbond playground fence
- aluminium seating
- sandpit
- foyer and hallway furniture, painting and carpet

New publications and applications initiated in 2017 included;

- updated and improved website
- parent information guide
- staff handbook
- new look newsletter
- Skoolbag App for parent communication
- Qkr! App for debit or credit card payments

Priority Key Improvements for 2018

At St Mary's we look forward to working towards achieving the following Key Improvements in 2018:

To further increase the percentage of our students reaching expected growth in numeracy, writing and numeracy in NAPLAN

To review and identify whole school areas of development in Literacy and Numeracy

To use of data to inform Literacy and Numeracy Development

To implement a new Religious Education Framework - Phase One

To develop an understanding of Conceptual Inquiry

To develop an understanding of how to use purposeful feedback

To re-familiarise teaching staff with the English and Mathematics NSW Syllabus for the Australian Curriculum

To plot our Year one and Year Two students on Literacy and Numeracy Learning Progressions

To further develop the wellbeing of all members of our school community

For our Vision and Mission to reflect our learning focused positive culture

Section Eight: School Policies

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

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 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>.

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The full text of the Complaints and Grievances Policy may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>, on the school website or at the School Office. The 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.

At St Mary's we believe that complaints need to be addressed promptly and efficiently to maintain harmonious relationships within our community.

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

This report is the collation of 49 (66%) responses from parents.

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, Agree 2, Strongly agree 3

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

- 2.7 The school is a safe place for my child
- 2.6 The staff at this school take an interest in my child
- 2.6 Most teachers in the school make learning really satisfying and engaging for my child
- 2.5 I am happy with my child's learning progress
- 2.4 I feel my child is being challenged to improve
- 2.6 The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- 2.8 I would recommend this school to others
- 2.5 I am happy with the school's facilities

- 2.6 Communication between the home and school is effective
- 2.8 I can make contact with my child's teacher or other staff easily
- 2.6 The school responds quickly to my concerns
- 2.5 Parent/teacher conferences are helpful at this school

All responses fell in the 2.1 - 2.8 range.

Student Satisfaction

This report is the collation of 58 (94%) responses from all students in year 3 to 6.

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, Agree 2, Strongly agree 3

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

- 2.4 I like being at this school
- 2.5 I feel safe at this school
- 2.2 I feel accepted by other students at this school
- 2.6 I would recommend this school to others
- 2.5 My teachers care about me
- 2.7 All of my teachers encourage me to do my best
- 2.6 The school Principal and other leaders in the school are approachable
- 2.2 My lessons are interesting
- 2.5 My teachers tell us what we are learning and why
- 2.5 My school gives me opportunities to do interesting activities
- 2.5 My teacher/s help me to set learning goals
- 2.4 My teacher suggests ways to improve my learning
 - 2.3 I receive feedback from my teacher to improve my learning
- 2.5 My teacher helps me to achieve my learning goals

All responses fell within the 2.1 - 2.7 range.

Teacher Satisfaction

This report is the collation of 13 (72%) responses from all staff.

Staff members were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:- Strongly disagree 0, Disagree 1, Agree 2, Strongly agree 3

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

- 2.5 I get a lot of satisfaction from working in this school
- 2.8 I would recommend this school to others
- 2.2 I have the resources I need to do my job
- 2.5 This school is well maintained e.g. clean, buildings painted etc
- 2.8 Communication between the staff and school leadership is open
- 2.5 I have the opportunity to have input into decisions affecting my work in this school
- 2.6 School leaders at this school know me as a person and support my wellbeing
- 2.7 My school encourages a climate conducive to staff professional learning and improvement in practice
- 2.4 Our Staff Meetings are productive
- 2.2 Collaborative planning processes in this school are effective
- 2.2 I am provided opportunities to share my skills and knowledge with others
- 2.5 Access to professional learning opportunities helps me perform my role well

All responses fell within the 2.0 - 2.8 range.

Section Ten: Financial Statement

Income

- Commonwealth Recurrent Grants (66.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.2%)
- Fees and Private Income (10.6%)
- Other Capital Income (3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,272,131
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$387,713
Fees and Private Income ⁴	\$202,879
Other Capital Income ⁵	\$56,653
Total Income	\$1,919,376

Expenditure

- Capital Expenditure (3%)
- Salaries and Related Expenses (79.2%)
- Non-Salary Expenses (17.9%)

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$56,653
Salaries and Related Expenses ⁷	\$1,513,578
Non-Salary Expenses ⁸	\$341,559
Total Expenditure	\$1,911,790

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.