

St Mary's Parish School - Hay

Annual School Report

2015



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Principal
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ABOUT THIS REPORT

St Mary's School, Hay is registered by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia Forbes. The CEO is the 'approved authority' for The Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report 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.

The Report outlines information regarding School Review and Improvement initiatives and developments of major interest and importance to the school community during the year. It also details the achievements arising from the School's annual planning.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office. It complements and is supplementary to school newsletters and other regular communication.

Following its submission to the NSW BOSTES, the Report will be presented to the Parent Body and will be available on the school's website by 30 June 2016.

MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2015 has proven to be a year with a wide variety of opportunities for students at St Mary's School to display their talents, both within the classroom and in the wider community. The main educational focus has been the introduction and implementation of the MAI (Maths Assessment Interview) and the EMU (Extending Mathematical Understanding) program along with relevant agreed practices for the teaching of Literacy and Numeracy in a consistent manner across our school. We offer the community of Hay a Primary School seeking academic and spiritual development for its students.

I would like to acknowledge the contributions made to our school by the staff. They are a hard working group, who make an outstanding contribution to our school.

I would also like to acknowledge the efforts of our students who come each day willing to do their best and contribute to the life of our school community.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

Therese Clancy
Principal

Parish Priest's Message

As I look back on this academic year, I would firstly like to convey my gratitude to God for giving me this opportunity to be called to be your pastor. I would also like to affirm that I have truly enjoyed getting to know everyone in school – from the children and staff to the parents. In interacting with the school and its activities, I have learnt some new skills, built new friendships and have recorded beautiful memories that I will always treasure in life. If I could summarise this year, it would certainly be, "Thank God for the gift of the availability of being church – yours and mine".

Parent Body Message (P & F)

We have finished this year in a very satisfactory financial position. Some of the more notable achievements of 2015 have been:

- The success of school, cluster and diocesan swimming carnivals. Also the school athletics and cross-country carnivals

- The successful “Little Archies” event, where artwork completed by our children was displayed alongside that of recognised artists
- Up-keep on the school playground with the shire supporting the watering and mowing of the oval
- Successful fundraising by the P&F Association through the Bishop’s Lodge and the annual St Mary’s Christmas tree fetes, with funds being spent on educational needs across all classrooms.

Student Body Message

2015 was a fantastic year. We had many achievements. We planned various fundraisers including mufti days to raise funds to support Caritas and Children’s Mission. We led the school for ANZAC Day, VP Day and Remembrance Day and the Captains and Vice-Captains laid wreaths on behalf of the school. We led the school in our peer support groups which are from Kindergarten to Year 5 and we care for our “buddies” in Kindergarten. We went on two great excursions, one to Ballarat and Bendigo which was an opportunity for hands on learning. The other was to Griffith to see the Archibald Art, which was also a really good way to see how some artists do their work. We worked well with other schools and the general public at different events during this year. We have enjoyed sharing our ideas and becoming involved in decision making.

SCHOOL FEATURES

St Mary’s Catholic Primary School is a Catholic Systemic co-educational school located in Hay. The school caters for students in years Kindergarten to Six and has a current enrolment of 92 students.

St Mary’s Catholic Primary School Hay has offered a sound academic education in the catholic tradition since it was established in 1883 by the Presentation Sisters.

We work together to provide a safe, happy and welcoming school environment for students, staff and parents.

Our achievements across specific areas include the following

The Arts

- Our school choir continued this year. The members entertained different groups within the community, including Senior Citizens Week, the Little Archies Exhibition, Bishop’s Lodge Fete, St Mary’s Christmas Tree Fete, HACC lunch in the park, and Carols by Candlelight.
- An exhibition of student art was held as the concluding event in a school wide art project, that incorporated having the whole school travel to Griffith to visit the 2014 Archibald Travelling Art exhibition.

Sport

- Following on from our own Swimming Carnival, 27 children qualified for the Cluster Carnival; of these 12 went on to the Diocesan Carnival, 3 of whom went to Homebush for the NSW Catholic Schools Swimming.
- 25 students participated in the Diocesan Cross Country at Parkes; of these 1 went to Eastern Creek for the Catholic Schools Cross Country Championships.
- Following on from our own Athletics Carnival, 30 students qualified and participated in the Athletics Cluster Carnival, 16 of who qualified for the Diocesan Carnival. 4 students went on to participate in the Polding Athletics carnival at Newcastle.
- We participated in the Trent Barrett Shield and the Mortimer Shield Rugby League competitions with both girls and boys competing. The teams were coached by our staff at lunch time.
- 7 students participated in Diocesan Trials with 3 going on to Diocesan representative teams of touch football, cricket and tennis.
- 3 students have been selected in the Summer Trials Program.
- Students from Kindergarten to Year 6 were involved in the Department of Sport and Recreation Active after School Communities Program. This provides physical fitness and a variety of sports for children including multi-skill, circus, cricket, netball, volleyball and ultimate Frisbee.
- The school hosted clinic visits from Country Rugby League.

Competitions

- Students from Year 3 to 6 had the opportunity to participate in the Australasian School Competitions that were offered to primary students; Science, Computer Skills, Writing, Spelling, Maths and English. A number of children achieved high distinction, distinction and credit results.
- All students participated in the Premier's Reading Challenge.

Community Involvement

- This included: ANZAC Day, Choir singing at local events, Senior Citizens' Morning Tea and Concert, Carols by Candlelight.

Excursions

- The whole school travelled to Griffith to the 2014 Archibald Travelling Exhibition
- Year 5 and 6 students travelled to Ballarat for a three day excursion.
- Year 3 and 4 travelled to Echuca for a day excursion.
- Kindergarten, Year 1 and Year 2 travelled to Altina Wildlife Park for a day excursion.
- We welcomed the Life Education Van visit in May, which instructs students in healthy lifestyle choices.

Significant Programs

Aboriginal Education

There have been many successes in Aboriginal Education in 2015. They include a very successful NAIDOC celebration.

Information and Communication Technology

Information Technology continues to be an important part of the teaching and learning program at St Mary's School. Teachers integrate the use of ICT into daily teaching and learning activities for all key learning areas.

During 2015 we have continued to upgrade our information technology hardware. Students have access to different forms of technology including laptops, iPads, iPods, cameras, and video recorders.

St Mary's successfully implemented the upgrade to include student use of Chromebooks on a 1:1 basis in 2015, on a school level.

Drug Education (Optional)

During 2015, all children at St Mary's participated in the drug and alcohol education program offered through the Life Education program. The visit to Healthy Harold was well received by the children with feedback from parents suggesting that the children had talked at home about what they had learnt during their lessons with Life Education staff.

Student Leadership

St Mary's School had only a small student leadership group in 2015 as there were 6 students in Year 6. During the year, these children performed a variety of tasks such as welcoming visitors to our school as well as thanking many guests and visitors.

The children also led many of our fundraising activities during the course of the year by leading groups and arranging activities with the support of school staff. They were good role models for the younger children here at school.

These children also represented our school at a variety of local functions during the course of the year as well as acting as comperes and leaders for a variety of events during the regular school week.

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
42	50	1	92

* Language Background Other than English

Enrolment Policy

Our school follows the Enrolment Policy and the Guidelines for Enrolment of Students with Special Needs that state -

- Catholic schools contribute to the mission of the Wilcannia Forbes Diocese by educating and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the Catholic community. Catholic schools have traditionally aimed to support Catholic parents in their role of educating their children in the faith.
- At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made in each parish by the parish priest and principal.
- The decision to enrol a student with a disability will depend on an appraisal of a number of factors including: the student's support needs in areas such as curriculum, mobility, social skills, personal care and communication; the expressed desires of parents and caregivers; and the capacity of the school to provide the level of support services required. Appraisals will involve Catholic Education Office personnel, parents or caregivers and may include documentation from medical practitioners, other health and education professionals and the advice of experts in the field of the particular disability.
- Children must be aged five by 30 April of the year of enrolment before being enrolled in Kindergarten. In exceptional cases acceleration to each level of schooling will considered.

Student Attendance Profile

Our school follows the Catholic Education Office's Guidelines and Procedures for the Management of Student Attendance to reflect amendments to the NSW Education Act. These procedures are located on The Catholic Education Office intranet.

The average student attendance rate for the school during 2015 was 92%.

School attendance rates aggregated by year group are shown in the following table.

Attendance Rates by Year Group	
Kindergarten	93.5%
Year 1	90%
Year 2	90%
Year 3	92.5%
Year 4	91.5%
Year 5	93%
Year 6	91%

St Mary's School had a satisfactory attendance rate for 2015.

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, monitors part or whole day absences.

- The class roll is electronically marked daily using approved codes. Absences are carefully recorded.
- An explanation of absences is to be provided for the class teacher by parents/carers.
- In the event of an explanation not being provided, teachers report the matter to the Principal.
- Unexplained absences are followed up by the Principal in consultation with the school consultant. Resolution of attendance difficulties may require a range of school based strategies including:
 - telephone contact with parents;
 - student and parent interviews;
 - reviewing the appropriateness of the student's educational program;
 - development of a school based attendance improvement plan;
 - support from school based personnel.
- If school based interventions prove unsuccessful then the school may make referral to the Director of Schools who advises the Catholic Education Commission.
- Absences are recorded on the student's report at the end of each semester.
- Each fortnight the Principal validates an Official Record of Attendance for each class. These records are kept for 7 years.

STAFFING PROFILE

In 2015 the staff profile consisted of:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
8	6	14

*This number includes 5 full-time teachers and 3 part-time teachers.

Percentage of staff who are indigenous	7%
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Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Mary's Catholic Primary School staff. During 2015 school personnel undertook a range of professional learning activities related to improving student outcomes.

The school held 5 whole school development days this year with the areas of focus as follows:

Term 1	PL day to commence school year Cluster PL day hosted by St Mary's – Information and Communication Technology - Google
Term 2	Cluster PL day hosted by St Mary's – Religious Education Twilight Meeting – Personalised Learning Plans Twilight Meeting – ELK2
Term 3	Cluster PL day hosted by St Mary's – Australian Curriculum – History Twilight Meeting – BOSTES Teaching Standards
Term 4	PL day to review Lit/Num plan for 2015 and to plan for 2016

Other professional learning activities provided include:

- One staff member attending the MJR Conference in Hobart
- Three staff members participated in the delivery of the MAI (Maths Assessment Interview) training program in Forbes
- Two staff members trained in the delivery of Reading Eggs and Mathletics
- two staff members trained in the delivery of the EMU maths program in Forbes (Extending Mathematical Understanding)
- One support staff member participated in a two day professional learning program related to children who are identified as being on the Autism Spectrum in Wagga Wagga
- One staff member participated in the NSW AEW conference held in Wagga Wagga
- Two support staff members participated in professional learning related to children who are identified as being on the Autism Spectrum in Deniliquin
- Staff participated in the Asthma Training

- Staff completed annual CPR training
- Staff also participated the SALT online training for CCER Child Protection and CCER Discrimination, Harassment and Bullying

Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	8
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	
3	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 97.04%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 100% .

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Liturgical Life

At a special Mass at the commencement of each year, our Year 6 students are all inducted as Captains, Vice Captains and Prefects. With our school motto, "*Deeds, not words only*", and our five school rules, these leaders, along with staff and parents, endeavour to help all children develop independence and resilience and the ability to make helpful choices in their lives so that they can contribute to a society firmly based on the teachings of Jesus.

Throughout each term all classes accept the responsibility for preparing and leading masses which are celebrated either as a class or whole school occasion with families and friends warmly invited to participate. Additionally students learn about the sacraments of the church and are assisted in their preparations to receive these sacraments with the parish community. The Parish Priest and Religious Education Coordinator support the teachers and parents in this area of preparation.

Parish Involvement

St Mary's School is an integral part of the St Fergal's Catholic Parish with Liturgical and Sacramental activities providing shared opportunities to nurture the faith development of the students and their families. The Parish Priest is an important part of our community and is a regular visitor to the school, supporting students, staff and parents. The Parish Priest is also involved in some aspects of the Religious Education learning and teaching program.

Religion Program

St Mary's school forms students in the discipleship of Christ through the Religion Program *Sharing Our Story*. The program draws on the lived experiences of the children and, using scripture, links these experiences to the life and teachings of Jesus. The *Sharing Our Story* program has been implemented across all grades K-6. The Religious Education Coordinator and staff have been in-serviced in using this program and are encouraged to make suggestions as to any variations necessary.

Students in Year 6 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocesan Religious Education 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) was 24.3 (48.6%).

Students in Year 4 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake an online Religious Literacy Assessment. The test consists of 35 multiple choice questions that are drawn from the seven strands of the Religion Program, *Sharing Our Story*: God, Jesus, Church, Scripture, Sacraments and Christian Life. The questions related to their learning in Religion up to and including Year 4. While the questions were not the same for each student, the assessment was of equal difficulty overall. 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 35) was 24.3 (69.4%).

CURRICULUM

The school provides an educational program based on, and taught in accordance with the NSW BOSTES 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 Education Office, Wilcannia-Forbes.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Aboriginal Education

Aboriginal Education is integrated in the Human Society and Its Environment Curriculum. Teachers followed the diocesan document “Riverbank to the Classroom” in the teaching of units to the students. The Aboriginal Education Worker supported aboriginal children and assisted staff in presenting aboriginal perspective across all Key Learning Areas.

The school participated in community based programmes to support Aboriginal students and continue to raise awareness of the Aboriginal culture and traditions. NAIDOC day celebrations in our school were organised by our Aboriginal Education Worker. It was a day of deep learning and celebration of Aboriginal culture. The AEW regularly communicates with our local Aboriginal Land Council and AEGC.

ICT

Teaching practice and student learning has been enhanced by the use of computers in all classrooms. Interactive whiteboards are installed in all classrooms and they are accessed by all students for a variety of lessons. As well as using computers across all the Key Learning Areas, students are taught the computer skills as identified in the syllabus for each year level. There is a bank of iPads for use by all grades and a list of educational apps is available for parents. The school also has a webpage and utilises the Skoolbag App.

The continuation by the Catholic Education Office of providing a release day each term for each teacher to further develop their Information Communication Technology skills and knowledge, has been valuable in developing confidence and more integrated use of technology in programming and the delivery of learning opportunities.

Drug Education

Students use the programme “One and All” to cover aspects of drug education in Stage 3. Students receive comprehensive information relating to Drug Ed in the PDHPE programme and our annual visits from the Life Education Van.

Country Area Program

The Australian Government recognises that students attending schools in geographically isolated areas have less access to educational opportunities than metropolitan students. Country Area Program (CAP) provides additional support to address this issue. This year funding from CAP at the local level has assisted our excursion program and supported our excursions to various locations during this year. These opportunities support learning taking place in classrooms.

STUDENT PERFORMANCE

Students in Years 3 and 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May this year. 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 information provided shows the percentages of students who achieved particular skill bands compared with state performance, and the percentage of students who achieved at or above national minimum standards. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement. Band 1 in Year 3 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 2 in Year 3 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	5.9	5.9	17.6	41.2	5.9	23.5	94%
	State	4.3	5.7	19.0	21.0	19.5	30.5	
Writing	School	0.0	17.6	17.6	52.9	11.8	0.0	100%
	State	1.8	4.3	16.4	23.0	38.5	15.9	
Spelling	School	5.9	17.6	0.0	35.3	17.6	23.5	94%
	State	4.0	9.6	18.4	20.8	20.1	27.1	
Grammar & Punctuation	School	5.9	0.0	11.8	35.3	23.5	23.5	94%
	State	4.1	7.3	12.6	23.6	20.4	32.1	
Numeracy	School	0.0	5.9	52.9	11.8	17.6	11.8	100%
	State	4.4	12.6	21.1	23.8	19.3	18.8	

The results in Year 3 indicate that consistent, explicit teaching of the literacy and numeracy components has provided sound results. The school will continue to focus on components of Literacy around reading and spelling and grammar, targeting specific learners in the Year 3 cohort. Numeracy targets will promote continued growth in the higher bands with whole school agreed practice. Diagnostic testing and our whole school approach to literacy and numeracy provide on-going support to staff to assist with their planning for student needs.

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School	0.0	13.3	20.0	26.7	13.3	26.7	100%
	State	4.6	15.0	20.7	21.8	20.5	17.5	
Writing	School	6.7	13.3	33.3	46.7	0.0	0.0	93%
	State	5.8	8.7	32.6	31.5	15.2	6.2	
Spelling	School	0.0	6.7	26.7	26.7	40.0	0.0	100%
	State	4.5	10.4	20.0	25.2	27.0	12.9	
Grammar & Punctuation	School	13.3	6.7	26.7	26.7	26.7	0.0	86%
	State	6.6	10.7	22.5	21.5	20.6	18.1	
Numeracy	School	0.0	6.7	46.7	20.0	26.7	0.0	100%
	State	3.0	15.3	25.3	25.6	16.6	14.1	

The results in Year 5 indicate that consistent, explicit teaching of the literacy and numeracy components has provided sound results. The school will continue to focus on components of Literacy around reading and spelling and grammar, targeting specific learners in the cohort. Numeracy targets will promote continued growth in the higher bands with whole school agreed practice. Diagnostic testing and our whole school approach to literacy and numeracy provide on-going support to staff to assist with their planning for student needs. Grammar and Punctuation will be a key focus to support writing and link in with improvements in spelling skills.

PASTORAL CARE AND WELLBEING

Catholic Schools in the Diocese of Wilcannia-Forbes are committed to safe and supportive school environments. Our school is guided by relevant policies, procedures and guidelines that are found on the Catholic Education Office Intranet.

Student Welfare Policy

The Pastoral Care Policy is based on the Mission of the Catholic Church and reflects the values of respect and forgiveness. It aims to foster in students self-discipline and respect for the dignity and worth of self and others. It aims to develop students' understanding of their rights and their corresponding responsibilities to respect and protect the rights of others.

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

The school expressly prohibits the administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the School's Behaviour Management Policy may be accessed on the school's website or at the administration office.

Anti-Bullying Policy

Our school rejects all forms of bullying and strives to develop a school community that respects the dignity of each person by promoting human rights, human dignity, social justice and peace.

All members of the school community are expected to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

When an incident of bullying occurs, the procedures outlined in the policy are followed.

The school takes responsibility for implementing anti-bullying programs and takes a proactive approach to prevent bullying occurring. This makes particular use of the Restorative Practices model of resolving conflict. As a whole and inclusive community we respect and value the

uniqueness and human dignity of each individual. Students are assisted to grow in the understanding that each individual is responsible for their own actions and that their actions have consequences which can affect themselves and others. As a community we aim to foster positive self-esteem, understanding, forgiveness, personal responsibility and informed decision making.

Complaints and Grievances

The diocesan Resolution of Complaints Policy (*CEO Intranet*) forms an important element in the Diocese's commitment to ensuring a safe and supportive environment for school communities. St Mary's Parish School follows these procedures.

Initiatives Promoting Respect and Responsibility

In 2015 there were two school captains, two vice captains and three prefects. All captains were elected by students and staff. The school captains and vice captains represented the students in a range of activities including local community events and also welcomed and thanked visitors to the school.

All students have opportunities during their classroom activities to take turns being a leader. The Year 5 and Year 6 students also lead the mixed PE activity sessions for daily fitness. Year 5 and Year 6 students form our Mini-Vinnies group.

During the year, as part of the cyclical improvement process, our school community has reviewed the following policies: *The policies for English and Maths are under review, this will be further guided by input from the CEO level in 2016.* The formulation of new school policy/ies is to be guided by the Compliance Review conducted in 2015. Access to all policies and guidelines can be obtained by contacting the school office.

SCHOOL IMPROVEMENT

St Mary's Parish School is committed to continuous improvement. System-wide processes support a culture of self-review and self-improvement to assist the school in achieving improved learning outcomes and life opportunities for students. Each year the school develops an improvement plan (Framework for Strategic Planning) which identifies aspects for improvement and development. A wide range of data informs development of the plan. In collaboration with the Consultant the school engages in an annual evidence-based evaluation aiming at all times for quality, improvement and accountability.

Key Improvements Achieved in 2015

For staff to become familiar with the use of the new NSW History syllabus for the Australian Curriculum Documents

- Participation in a History Professional Learning day considering the implementation of the NSW History Syllabus.
- Preparation of units developed using the NSW History syllabus for the Australian Curriculum.

To successfully implement the “Making Jesus Real” strategies/resources

- Staff worked with students to embed the MJR philosophies.
- Staff participated in a Professional Learning day focussing on embedding understanding of the Diocesan Statement of Faith.

For the Annual Literacy/Numeracy Plan to be used by staff as a working document

- A working document which reflects the students’ learning and was reviewed each term.
- Improved levels of achievements and target setting to match the outcomes.

For staff to consolidate programming and planning practices

- Consistency of information provided in overviews.
- Overviews contain information as per diocesan guidelines.

Priority Improvements for 2016

To further develop student mathematical skills

Strategies to achieve this target include:

- For students to become more confident in reading, using and applying mathematical language.
- For the students to be exposed to the different types of learning as taken from MAI/EMU Mathematics.

Our success will be measured by:

- Coordinated approach to the teaching of maths across the school.
- Analysis of assessment results.

To further develop student technological skills

Strategies to achieve this target include:

- For students to become more confident in reading, using and applying the “mechanical skills” associated with using technology.

Our success will be measured by:

- Updating the Technology Scope and Sequence to ensure a coordinated approach to the teaching of technology across the school.

For staff to embed the use of tracking data as a basis for direction in the teaching and learning programs, that will cater for individualised learning using learner profiles/goal setting

Strategies to achieve this target include:

- Teaching and learning programs reflect the data results and take direction from these results.
- To group students according to identified needs and develop and implement relevant teaching and learning programs.

Our success will be measured by:

- Reading data wall visible, current and regularly updated and reviewed at staff meetings.
- Teachers/support staff working with the targeted groups/individuals and tracking progress.

For staff to refine the use of the NSW English Syllabus of the Australian Curriculum targeting the areas of spelling and writing

Strategies to achieve this target include:

- Professional Learning to unpack syllabus and explore effective pedagogy.
- Time and support to implement spelling programs effectively (e.g. Soundwaves).
- Peer support in syllabus implementation.

Our success will be measured by:

- Effective implementation of the spelling programs.
- Evidence reflecting writing development.

PARENT, STUDENT AND TEACHER 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

Feedback from parents of St Mary's Parish School was that most are happy with the student learning taking place, and the welcoming nature of our school.

Some families expressed appreciation for the additional support that had been offered to their children to assist with development of various skills.

It is important to note that a number of families reported that they were happy to see that reading is encouraged. If it were possible, they would like to see continued support for teachers in this area.

Most families were happy with the use of technology at school, although some families expressed concern at the feeling that in some instances the perceived “effort” of children is not as obvious when technology is used to complete set tasks (i.e. does the use of technology mean that less attention is paid to bookwork?).

Student Satisfaction

In general, the children reported that they were happy about their year. In particular, they enjoyed visits from touring performers, Questacon, sporting coaches and our various excursions in particular the trip to Griffith to visit the 2014 Archibald exhibition. This excursion supported a school wide art project which culminated in an evening Art Show event.

Most children thought that they were learning well and developing their knowledge/skills in each of the KLAs. Both the Science and Technology and the Human Society and its Environment KLAs proved to be favourites with the children.

Many children thought that their teachers care about what happens to them, and that their teachers worked well to make their learning enjoyable.

The children also enjoyed the opportunity to make more use of technology while learning, and enjoy making use of their Chromebooks as sourced through the system wide technology program.

Teacher Satisfaction

The anecdotal evidence and written feedback provided by the staff indicates that they are satisfied with the work environment, the quality of teaching and learning and the progress of the students in the school. In particular survey results indicate that they agree that the school works well to develop the catholicity of students.

They are appreciative of the professional development opportunities. There is a professional judgement that we can work towards continuing to improve all levels of achievement and all staff are committed to providing support for all students in the school.

The Staff have indicated that they would like to see continued effort to consolidate the use of technology as a teaching tool.

FINANCIAL REPORT

A full copy of the school’s 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

This financial information is based on data provided in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	\$271,416	Capital Expenditure	\$5,464
Government Capital Grants	\$0	Salaries and Related Expenses	\$1,089,937
State Recurrent Grants	\$899,132	Non-Salary Expenses	\$373,877
Fees and Private Income	\$128,864	Total Expenditure	\$1,469,277
Other Capital Income	\$22,694		
Total Income	\$1,322,106		

Notes

Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.

Government Capital Grants include all capital grants received from the Commonwealth and State governments.

State Recurrent Grants include recurrent grants per capita, special purpose grants and interest subsidy grants.

Fees and Private Income include diocesan and school-based fees, excursion and other private income.

Other Capital Income includes building levies and capital donations used to fund capital expenditure.

Capital Expenditure includes expenditure on school buildings, furniture and equipment.

Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

Non Salary Expenses include all other non-salary recurrent expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.