

St Mary's Parish School Warren Annual School Report 2015



School Contact Details

2 Lawson Street
Admin.warren@wf.catholic.edu.au
www.warren.catholic.edu.au
02 6847 4488

Principal
Mr Paul Kelly

ABOUT THIS REPORT

St Mary's Parish School, Warren 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 been a year in which we have seen the continual development of our school.

Teachers have undertaken professional development, with the focus for 2015 being the development of Australian Curriculum knowledge, and the use of Chromebooks within our learning areas.

Our children have excelled in many areas this year in particular, the academic and sporting fields. This includes the academic results of some of our children, and the number of our children who were selected in cluster, diocesan and Polding sporting teams.

We continue to develop strong relationships within the community of Warren, through being actively involved in a number of town events. Our parent community continues to display great support of our school, and make impressive contributions to the school by volunteering their time, ideas and valuable resources.

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.

Parent Body Message (P & F)

The Parents and Friends Committee would like to commend the school staff on their dedication and hard work throughout 2015. Their efforts ensure that our children are able to grow and learn in a safe and caring environment.

We acknowledge the hard work of our parents and volunteers who have given their time and effort towards fundraising for the school, in particular, the second Specks and Spicks fundraising event. The time and effort given helps develop a sense of community and the striving towards a common goal of the school.

This support allowed the P&F to significantly contribute towards the purchase of music and science resources, and to assist in the construction of the new shed – allowing the playground to be opened up. This will take place throughout 2016. It also meant that the sprinklers were installed and the turf was laid on both grass areas in 2015.

We look forward to continuing to build the St Mary's parent community in 2016.

P & F Committee President 2015

Student Body Message

Firstly we would like to thank the teachers and staff for another great year full of spectacular opportunities.

We would also like to thank the P&F for all the improvements they have made to our school. This includes the new turf on the oval, the purchase of the bowling green, the two chalk boards, the aluminium seats and the basketball and netball hoops.

This year Fatima and Lourdes put up a great effort in the swimming and athletics carnival. We have had many children participate in other team and individual sporting events such as cricket, netball, tennis, football and cross country.

We had a Literacy and Numeracy week earlier this year. The students engaged in fun Maths and English activities. We then topped off the week with a book parade where all students came to school dressed in their favourite book character.

During this year's Mission Day each class operated their own stall to raise money. At the end of the day, each class weighed the money that they raised. Following that, Mr Kelly shaved his head, and Mr Bourke shaved his beard to raise money for brain cancer research.

We also had many excursions this year. Our Year 5/6 classes went to The Great Aussie Bush Camp, Years 3 and 4 went to Dubbo and the Wellington Caves and the infant students went to see the 26th Storey Tree House production. We all thoroughly enjoyed these experiences.

To all the other students - our friends, we wish you all the best for the future and hope you enjoy the next years as much as we have enjoyed the last.

SCHOOL FEATURES

St Mary's Parish School is a Catholic Systemic co-educational school located in Warren. The school caters for students in years Kindergarten to Six and has a current enrolment of 113 students. Projections for 2016 indicate significant growth in our enrolments.

The Sisters of St Joseph established our school on 31st August 1897. Today, St Mary's continues to develop the Catholic tradition established by the Sisters of St Joseph over one hundred years ago. The children are explicitly taught the gospel values, to love one another as we want to be loved, encouraged to pray together and attend Mass including the sacraments, and are reminded to help others in need when they see it.

We are proud of our children who have excelled in many areas this year including academic, sporting and cultural. A number of children participated in the International Schools Competitions where we once again received a number of Distinctions and Credits. The Year 4

and 6 Religious Education Assessments and NAPLAN tests for Years 3 and 5 also demonstrated the ability of our students.

Culturally, the students have had the opportunity to attend community events such as the Anzac Day March, NAIDOC week activities, Moorambilla choirs and contributions to the Warren Show. Our children continued to perform well in the CWA Public Speaking competition.

2015 saw the introduction of Chromebooks across the Year 1 to Year 5 classes. Along with this, St Mary's staff and students were introduced to Google Apps and how they can be embedded across all key learning areas.

On the sporting arena, the students have participated in a variety of sports, including Swimming, Cross Country, Netball, Soccer, Tennis, Rugby League, Athletics and Cricket. This is in addition to the skills learnt in PD/H/PE lessons. A number of children have progressed through the school carnivals and trials to reach Cluster, Diocesan and Inter-diocesan (Polding) level in Swimming and to State level in Athletics.

For each class at St Mary's, Aboriginal studies units are taught in HSIE and an aboriginal perspective is evident in other Key Learning Areas, such as Religion, English and Maths.

The units taught in HSIE are based on the NSW Syllabus, with particular emphasis placed on Aboriginal perspectives. During 2015, we employed a new Aboriginal Education Worker. NAIDOC Week was celebrated with the community including all educational facilities along with members of the wider Warren community.

The Life Education Van visited the school in 2015 as part of its bi-annual visit. In consultation with St Mary's PD/H/PE scope and sequence, the teachers identified programs for the children to undertake before, during and after the visit.

Children at St Mary's are given the opportunity to represent their school in leadership roles when they reach Year 6. Children in Years 2 - 5 vote for a boy and girl school captain, and two house captains for each house. The remaining Year 6 children become seniors within the school. Year 6 children also develop their leadership skills as buddies to Kinder, attending leadership courses, monitoring the sports equipment and leading the weekly school assembly.

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
72	41	3	113

* Language Background Other than English

Enrolment Policy

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

- 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 enrolment meeting where 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. The enrolment meeting 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 be 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 91%.

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

Attendance Rates by Year Group	
Kindergarten	92.5%
Year 1	90.5%
Year 2	90.5%
Year 3	94%
Year 4	91%
Year 5	92%
Year 6	88%

Attendance rates are generally good. The class teacher and Principal monitor and discuss children attendance for each class. Where patterns of absence are identified, the class teacher liaises with the child's parents to work on improving attendance. Plans for improving attendance are discussed with parents and are followed up by the class teacher and Principal. If this does not signal improvement, the Principal will contact the parents to discuss the needs of the family and express the importance of school attendance.

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
10	9	19

*This number includes 6 full-time teachers and 4 part-time teachers.

Percentage of staff who are indigenous	5%
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Professional Learning

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

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

Term 1	Staff Beginning of the Year Day, Chromebooks
Term 2	
Term 3	Twilight x 2– Learning Intentions and Success Criteria, Assessment Plans & Professional Standards, History Australian Curriculum
Term 4	Road to Lazy River (RE – Prayer) Twilight – Analysis of NAPLAN and K-2 Data and development of Literacy/Numeracy Plan Assessment & Finalisation of Literacy/Numeracy Plan

Other professional learning activities provided include: AEW Meetings, ICTT days, ICTT working with staff members, REC Meetings, REC Induction, Focus Teacher Teleconferences, Child Protection, MiniLit, MultiLit, Graduate Support, ELK, EMU Teacher and MAI Mathematics,

Managing People Effectively, MJR Teleconference, Leader of Curriculum meetings, Jesus Christ and Prayer Inservices, Diocesan Principals Conferences x 3, NSW Catholic Primary School Principals' Conference, Principal Wellbeing meeting, Principal Mentor program.

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.	10
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 95.76%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 100%.

The attendance rate for staff was impacted heavily upon by the long term illnesses and personal leave of some staff members throughout the year. Staff retention rates indicate a change in staff with two temporary staff taking up positions in other schools and a new staff member beginning in 2016. This continues the stability within the staffing group, a consistency with planned changes for 2016 and a larger number of teaching staff who are present for more of the entire week.

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.

Whole School Masses are held to celebrate the beginning and ending of the school year and for special occasions throughout the year, such as feast days. Also across each term there are a number of Class Masses (Years 3-6) and liturgies (K – Year 2). We also have School Sunday Masses each month across the year, where our students are responsible for running the Sunday service which links our students to the parish community.

The sacramental program at St Mary's includes parent – child workshops and is celebrated in our Parish Church. This preparation is offered to all members of the Parish, not just students from our school. School staff members explicitly teach the sacramental program in classes with consultation with the Parish Priest. The following sacraments were offered at St Mary's in 2015: Confirmation for Year 3 (May), First Reconciliation (March) and First Eucharist (August) for Year 4.

The Parish Priest is invited to visit the staff and share recess and lunch with them. He is also regularly in the classrooms to speak to the children, particularly with the Sacramental candidates and during specific aspects of the Religious Education program.

Parishioners are invited to attend Masses, liturgies and functions which the school organises, in particular, Grandparents Day, Stations of the Cross and Easter liturgies. School happenings are reported weekly in the Parish Bulletin.

School staff members are very active within the Parish church in giving of their time organising and running the weekly hymns, Mass powerpoints, readings and the weekly Parish Bulletin.

St Mary's follows the Diocese of Wilcannia Forbes Religion program, 'Sharing Our Story', which has units written for teachers in each Stage covering the core strands of God, Christian Life, Church, Prayer, Sacraments, Jesus and Scripture. Religion lessons are taught in each class for 30 minutes every day. The Religious Education Co-ordinator plans the yearly Religion overview for each class which are given to staff prior to the beginning of the school year.

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 31.7.

This is 2.1% above the Diocesan average. There have been improvements seen in the areas of Church, Liturgical Year and Prayer. We mainly contribute this to the explicit teaching of these strands and the RE Maintenance that is happening in each classroom.

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 20.3/35 or 59.7%. Overall, our school was 3.1% below the Diocesan average. Despite being below the Diocesan average in 5 strands, our school was above the Diocesan Average in Prayer and Jesus.

The focus for 2016 includes Belief and Catholic Social Teachings. There will be a strong focus on incorporating Making Jesus Real into our classroom learning and school environment. There will continue to be a focus on the RE Maintenance Sequence of Learning during instructional walks.

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 the continuous improvement of teaching and learning in all facets of the curriculum. Children with disabilities within our school have their needs met on their personal individual level, with appropriate adjustments made to the curriculum and across all aspects of the school where necessary. Staff members are supported with external professional development opportunities when available and where deemed necessary.

The Special Education teacher works collaboratively with the child's parents, teacher, Principal and external health specialists to support the needs of the children, as well as supporting the staff in the implementation of their recommendations.

Assistive technology is used for a child who is unable to communicate without this support. The implementation and use of this technology has involved training and ongoing support from speech therapists.

In partnership with Royal Far West the school offered twelve places to students to enable remote access speech assessment and delivery of the program by a speech therapist at Royal Far West. In addition the school works closely with Far West to support their recommendations following any child's visit.

St Mary's continues to build resources to support the Occupational Therapy recommendations to develop the children's fine and gross motor skills. A heavy work OT session is conducted for targeted children daily.

St Mary's staff participated in extensive training in the Mathematic Assessment Interview and subsequent Early Mathematical Understanding (EMU) programs through the Catholic Education Office. These programs resulted in the assessment of the entire school enrolment and following this the professional development of the staff in catering to the diverse needs of the children- both those who were identified as vulnerable and those who needed to be extended. In addition a Year 1 target EMU group was identified.

2015 saw the introduction of Chromebooks across the Year 1 to Year 5 classes. The school ran a parent information evening to demonstrate how the Chromebooks would benefit the children and what they are able to achieve. Overall, the community has responded well to the new technology and how the children can be assisted in their learning.

In 2015, the Year 5/6 children participated in a week long excursion to the Great Aussie Bush Camp at Tea Gardens with a focus on outdoor education and team building. Year 3/4 experienced an overnight excursion to Wellington and Dubbo visiting many attractions. Infant classes visited the Dubbo Regional Theatre to watch a performance of the 26th Story Treehouse. This was linked to the learning that the children had been undertaking during class time.

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	0	5.9	17.6	11.8	41.2	23.5	100
	State	4.3	5.7	19	21	19.5	30.5	95.7
Writing	School	0	0	17.6	5.9	52.9	23.5	100
	State	1.8	4.3	16.4	23	38.5	16	98.2
Spelling	School	5.9	5.9	17.6	29.4	11.8	29.4	94.1
	State	4	9.6	18.4	20.8	20.1	27.1	96
Grammar & Punctuation	School	0	0	17.6	17.6	17.6	47.1	100
	State	4.1	7.3	12.6	23.6	20.4	32.1	95.9
Numeracy	School	0	0	35.3	11.8	47.1	5.9	100
	State	4.4	12.6	21.1	23.8	19.3	18.8	95.6

The above results are inclusive of all children, including those with identified needs within Year 3. The highlights for the Year 3s were the writing assessment where over three quarters of the children received either a Band 5 or 6, and the reading and grammar and punctuation assessments where 64.7% of the children received either a Band 5 or 6. The Spelling results further highlight the identified needs of the children within this group. These results have been analysed by the staff of St Mary's, and coupled with the results of our participation within the Literacy Numeracy Action Plan and school based assessment, has allowed us to identify the needs of our children. Teaching staff will continue to work with the children targeting their needs through intervention plans and providing classroom opportunities to develop their skills.

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	7.7	15.4	30.8	30.8	7.7	7.7	92.3
	State	4.6	15	20.7	21.8	20.5	17.5	95.4
Writing	School	0	0	61.5	23.1	7.7	7.7	100
	State	5.8	8.7	32.6	31.5	15.2	6.3	94.2
Spelling	School	15.4	15.4	30.8	23.1	15.4	0	84.6
	State	4.5	10.4	20	25.2	27	12.9	95.5
Grammar & Punctuation	School	15.4	7.7	46.2	15.4	15.4	0	84.6
	State	6.6	10.7	22.5	21.5	20.6	18.1	93.4
Numeracy	School	0	15.4	61.5	15.4	7.7	0	100
	State	3	15.3	25.3	25.6	16.6	14.1	97

The above results are inclusive of all children within the small cohort of 13 Year 5 students. The Reading assessment was a highlight for the Year 5s with 46.2% of children receiving a Band 6 or higher for the assessment. The results across all assessments further highlight the identified needs of the children within this group and in Stage 2 of primary schooling (i.e. Year 3 and 4). These results have been analysed by the staff of St Mary's, and coupled with the results of our participation within the Literacy Numeracy Action Plan and school based assessment, has allowed us to identify the needs of our children. Teaching staff will continue to work with the children targeting their needs through intervention plans and providing classroom opportunities to develop their 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.

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

Year 6 students participated in the Generosity Responsibility Integrity People (Grip) Leadership Conference, held at Dubbo. This learning focused on building positive relationships amongst the children and their peers, and how to plan and achieve small goals within the school.

The St Mary's Parish School Conference of Mini Vinnies formed again in 2015, and worked hard in the school community to promote social justice and fairness for all in our local and wider communities. This included mufti days to collect goods for those in need as we approached Christmas.

The vegetable garden continues to be monitored by our classes and provides fresh vegetables for people in our parish community.

Respect and responsibility continues to be taught in Religious Education units from the 'Sharing Our Story' program.

During the year, as part of the cyclical improvement process, our school community has ratified the following policies: Workplace Health and Safety, Assessment and Reporting, Religion and Emergency and Evacuation.

We formulated new school policy for Communication.

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

Throughout 2015, staff members became familiar with the new NSW History Curriculum in preparation for their implementation in 2016. Professional learning unpacked the syllabus documents and a draft scope and sequence was implemented around the new document.

2015 saw the introduction of Chromebooks across the Year 1 to Year 5 classes. A parent information evening was held to demonstrate how the Chromebooks work and how they would benefit the children in their learning. Staff also undertook system wide professional learning on the use of Google Apps, along with the ICTT working with staff around how the Chromebooks can be better utilised within the classroom.

We continue to provide and encourage opportunities for families to be involved within the school community. This has been seen through continual solid attendance by family and community members at school events, and through the presence of family and community members within the school.

Professional learning was conducted on the High Yield Strategies, which began the process of working with Instructional Walks, Data Walls, and Learning Intentions and Success Criteria, to guide teaching and learning. This is an area that will continue to be worked on throughout 2016.

Priority Improvements for 2016

Throughout 2016, there are many areas in which our school will be focusing on. As a staff, we have identified the following focus areas:

- To ascertain the knowledge and information to construct and implement a Case Management approach.
- To develop a whole school agreed practice and scope and sequence for spelling and grammar.
- To develop proficiency in teacher knowledge and implementation of effective guided reading groups across all classes.
- To further implement Making Jesus Real into our school and make the links between the wording of Making Jesus Real to existing Religious Education concepts.
- To empower the staff in their understanding and implementation of MAI growth points and Numeracy Continuum phases to support students in their mathematical growth and development.
- To develop the assessment processes around targeted learning.
- To enhance the identification knowledge of the ways in supporting children to enhance their learning.

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

100% of responses in a parent survey agreed or strongly agreed that St Mary's Parish School help their children to develop a knowledge and understanding about Catholic tradition and that the school provides a welcoming environment and opportunities for parents to be involved in school life and activities.

All families agreed or strongly agreed that the staff are genuinely interested in the welfare of the children, and are proactive in dealing with incidents of behaviour issues in the school environment. Two thirds of parents surveyed strongly agreed that St Mary's provides a safe and

supportive environment for their children and effectively communicates information about activities and events.

Student Satisfaction

Twenty four Year 5 and 6 children were surveyed to ascertain their feelings and thoughts on St Mary's Parish School. Every child surveyed was proud of their school, answering to agree or strongly agree in relation to this statement. Each child also stated that they clearly understood their rights and responsibilities at school.

75% of children strongly agree that their teachers encourage them to learn to the best of their ability. The remaining 25% agree with this statement.

Every child agreed or strongly agreed that there were sufficient sporting activities to be involved with.

Teacher Satisfaction

Each staff member was offered the opportunity to participate in a non compulsory survey around St Mary's Parish School. From the responses, every staff member at St Mary's felt that our school provides a safe and supportive environment. They also either strongly agreed or agreed, that the school helps children to develop a knowledge and understanding about the Catholic tradition.

All staff members who responded were aware of avenues outside of the school that can be used to support students' learning, and were aware of what programs (personally or professionally) that can be accessed within the school.

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	\$352,371	Capital Expenditure	\$10,780
Government Capital Grants	\$0	Salaries and Related Expenses	\$1,443,042
State Recurrent Grants	\$1,192,662	Non-Salary Expenses	\$497,959
Fees and Private Income	\$168,593	Total Expenditure	\$1,951,780
Other Capital Income	\$37,786		
Total Income	\$1,751,412		

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.