



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2018



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 Catholic Schools NSW, Catholic Education 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 2018 our school had an enrolment of 126 students from Kinder to Year 6.

At St Mary's every student is supported within a welcoming and inclusive learning environment based on the Mercy values of Excellence, Compassion, 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 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 (P&F) had another productive year in 2018. A number of successful events were again held throughout the year. 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 2018 included our Cattle Committee and Tuckshop. Each class participates in an allocated fundraising event each year. In 2018 these included street stalls, wood raffles, barbecues, Pie Drives and Bulb Drives, just to name a few. Fundraising money in 2018 was used to assist with the replacement of classroom technology and the installation of acoustic panels in our Multipurpose Hall.

The School Board supports the school with monitoring our Catholic Identity and Character, Enrolment and Growth, Academic Programs, Physical Resources, Financial Management and Leadership.

In 2018 it was noteworthy to mention the school's attainment of a CSNSW Block Grant to refurbish the Mercy Building and create a covered walkway along the front of the school.

Student Body Message

2018 was a great year for the students at St Mary's with many events and highlights. Year 6 commenced our Lenten season with a pancake morning tea. Throughout Lent Year 6 worked in groups to raise money for Caritas. Some of the fundraising activities included a multi-day, milkshake stall and novelty events. We also enjoyed participating in our social justice work as part of 'Mini-Vinnies'.

In 2018 we managed to raise over \$1000 at our Mission Day through our White Elephant and Ice-Cream Stalls and novelty events.

Another great event at St Mary's is our annual St Mary's Feast Day, held on the Feast of the Assumption. Some of the highlights of this day included Mary graffiti art, gardening, card making and cooking.

Some of the major highlights of the year are our class excursions. Year 6 spent three nights at the Department of Sport and Recreation at Narrabeen. Year 5 went on a leadership building excursion to Optimum Experiences Outdoor Adventures at Fitzroy Falls, Year 3 and 4 went to the Canberra Theatre to watch 'George's Marvellous Medicine' and Kinder, Year 1 and 2 went to the Q Theatre in Queanbeyan.

We had a wonderful 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, Compassion, 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 to 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.

At St Mary's we have excellent facilities that feature a contemporary library, computer laboratory and multipurpose hall. All of our classrooms are fitted with Interactive Whiteboards or Smart TVs 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 in Truth and Knowledge', reflects our commitment to working together with the Parish and wider community for the benefit of all.

Our vision, Jesus Christ calls us as an inclusive community to live our faith, engage in quality learning and enrich the world for the future, demonstrates our commitment to inclusive practices and life-long learning for staff and students.

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 Primary 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 Motto '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, mirrored from the values of our school founders, the Sisters of Mercy, are Excellence, Compassion, 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, Compassion, 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 Crookwell Early Learning Centre. They provide morning tea for Parishioners and assist the elderly with their shopping. As part of our school values of Service, Compassion, 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 joined the surrounding schools for a Combined Ecumenical Service.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018:

Girls	Boys	LBOTE*	Total Students
69	63	0	132

* 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 2018 was 93.50%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95%
Year 1	93%
Year 2	94%
Year 3	92%
Year 4	94%
Year 5	93%
Year 6	93%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
11	5	16

* This number includes 8 full-time teachers and 3 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.

At St Mary's we are dedicated to ensuring all staff have the opportunity to participate in relevant and connected professional learning. This Professional Learning can take many forms including whole staff days, subject-specific courses, meetings and conferences.

Some of the Professional Learning undertaken in 2018 included Conceptual Inquiry in Religious Education, National School Improvement Tool Workshop, Challenging Learning with James Nottingham and NCCD - 'Setting up for Success'.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Provisional Level	Proficient Level	Lead/Highly Accomplished
1	10	0

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 average scores in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four Domains: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single Domain.

NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 3	Reading	467	434
	Writing	446	407
	Spelling	419	418
	Grammar and Punctuation	431	432
	Numeracy	445	408

NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 5	Reading	513	509
	Writing	480	465
	Spelling	494	502
	Grammar and Punctuation	499	504
	Numeracy	491	494

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 2018

At St Mary's we worked towards achieving the following Key Improvements in 2018:

- An updated Vision and Mission Statement, reflecting a clear connection with our Mercy Values
- Sound improvement and growth in NAPLAN numeracy, reading and writing results
- To implement a new Religious Education Framework - Phases One and Two
- Development of an understanding of Conceptional Inquiry
- Use of the Literacy and Numeracy Learning Progressions to plot our Kindergarten, Year One and Year Two students
- The commencement of key literacy intervention programs
- The training of volunteers to support intervention programs
- Dedicated Literacy and Numeracy Blocks
- Teaching programming to reflect model pedagogy in Literacy and Numeracy
- Access to regular, purposeful and relevant Professional Learning
- Staff Spirituality Wellbeing Retreat
- Upgrade of display technology in Year 5
- A new school prospectus document
- Attainment of Catholic Schools NSW Block Grant for Mercy Building Refurbishment

Priority Key Improvements for 2019

At St Mary's we are working towards achieving the following Key Improvements in 2019:

- An embedded School Vision and Mission
- A new Core Document for Teaching and Learning
- The creation of a Multipurpose Sports Court on the bottom playground, funded by the NSW Government Infrastructure Clubs Grant Category 3
- The refurbishment of the Mercy Building to create open general purpose learning areas, breakout spaces, a classroom support room, store room, covered walkway and ramp to the front door
- Engage in consistent and targeted staff professional learning
- Whole staff professional development on Conceptual Inquiry in Religious Education
- Whole staff Professional Development on high impact teaching strategies including explicit teaching, guided practice, independent practice, questioning, worked examples and inquiry learning
- Review and make evident our Learning Values; *Learning is...Discovering, Connecting, Challenging, Creating, Reflecting, Persevering*
- Creation of an agreed pedagogical practice; *Teaching is...*
- To develop a clear understanding of the annual professional learning requirements
- Staff managing their eTAMS requirements for NESA

Section Eight: School Policies

Student Welfare Policy

At St Mary's our Student Pastoral Care, Wellbeing and Discipline 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
- Discipline processes should allow children to learn

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

A full copy of our Student Pastoral Care, Wellbeing and Discipline Policy is available on our school website.

Anti-bullying

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It involves the abuse of power in relationships and can involve all forms of harassment, humiliation, domination and intimidation of others.

Bullying

- Devalues, isolates and frightens
- Affects an individual's ability to achieve
- Has long term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Any inappropriate behaviour that gets in the way of teaching and learning and interferes with the wellbeing of students will not be accepted at St Mary's Primary School. Teachers, students, parents, caregivers and members of the wider community all have a responsibility to work together to address bullying. Each group within the school community has a specific role in preventing and dealing with bullying.

A full copy of the Anti-Bullying Policy can be found on our school website.

Discipline

Teachers deal with all disciplinary matters as soon as possible after the breach of rules has occurred. In investigating incidents teachers:

- Follow 'fair process allowing all students involved in the incident to be given a hearing
- Use the Restorative Question Framework
- Decide on the most appropriate consequence and follow through to ensure it has been undertaken by the student
- Have students complete an Incident Report if appropriate as soon as practicable after the incident has occurred
- In the event of a serious breach of school rules, complete an Incident Report – Teacher
- Ensure that serious matters are brought to the attention of the Principal and/or Assistant Principal as soon as possible after the incident has occurred.

Consequences - A consequence is a result of an action. We can have positive or negative consequences as a result of how we treat and respond to those around us.

Consequences must be

- Fair and seen to be fair
- In keeping with our actions
- Consistent

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 Student Welfare Policy including anti-bullying and discipline was reviewed March/2018.

The changes made to our Student Welfare Policy during 2018 included:

School Rules

Number 3: Play Safely - the inclusion of the Multipurpose Hall in no running games, ball kicking games

Number 4: Keeping the Boundaries - an amendment to our break times to 11.15 am and 1.30 pm

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

Catholic Education Archdiocese of Canberra and Goulburn (CECG) 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 school life 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. CECG 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>.

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

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

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

Complaints need to be addressed responsively, openly and in a timely manner to the satisfaction of all involved and to maintain harmonious relations in the wider community. All are encouraged to develop an open expectation of a cooperative and genuine effort to resolve any valid complaint.

A full copy of our Complaints and Grievances Resolution Policy is accessible on our website.

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 61 (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:

- 2.6 School is a safe place for my child
- 2.6 The staff at our school take an interest in my child
- 2.4 Most teachers in our school make learning really satisfying and engaging for my child
- 2.4 I am happy with my child's learning progress
- 2.3 I feel my child is being challenged to improve
- 2.4 The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- 2.7 I would recommend our school to others
- 2.3 I am happy with the school's facilities
- 2.5 Our school is well maintained e.g. clean, buildings painted etc
- 2.4 Communication between the home and school is effective
- 2.6 I can make contact with my child's teacher or other staff easily
- 2.5 Our school responds quickly to my concerns
- 2.5 Parent/teacher conferences are helpful at our school
- 2.5 Our school celebrates student achievements

All responses fell in the 2.1 - 2.7 range.

Student Satisfaction

This report is the collation of 71 responses from students in Years 3 - 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.

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

All responses fell in the 2.0 - 2.6 range.

Teacher Satisfaction

This report is the collation of 8 responses from all staff with the role of Teacher.

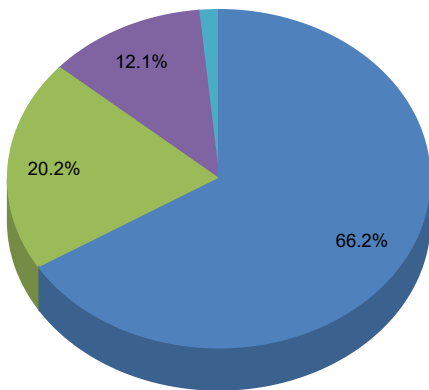
Teachers were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:- Strongly Disagree 0, Disagree 1, Agree 2, Strongly Agree 3

- 2.4 I get a lot of satisfaction from working in our school
- 2.8 I would recommend our school to others
- 2.3 Our school is well maintained
- 2.2 Communication between the staff and school leadership is open
- 2.2 I have the opportunity to have input into decisions affecting my work at our school
- 2.4 School leaders at our school know me as a person and support my wellbeing
- 2.4 Our school encourages a climate conducive to staff professional learning and improvement in practice
- 2.2 Our Staff Meetings are productive
- 2.1 I am provided opportunities to share my skills and knowledge with others
- 2.2 Access to professional learning opportunities helps me perform my role well
- 2.5 Our school manages behaviour incidents well
- 2.0 I am provided with opportunities to improve my teaching practice
- 2.0 I am encouraged to participate in professional learning conversations

All responses fell in the 1.9 - 2.8 range.

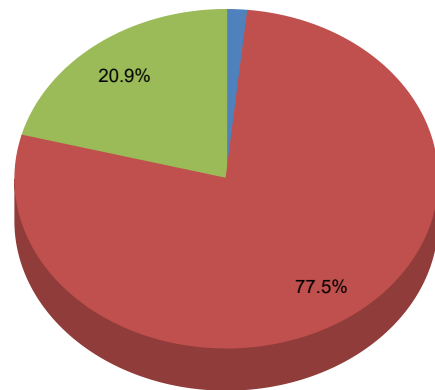
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (66.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.2%)
- Fees and Private Income (12.1%)
- Other Capital Income (1.5%)

Expenditure



- Capital Expenditure (1.6%)
- Salaries and Related Expenses (77.5%)
- Non-Salary Expenses (20.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,441,255
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$440,794
Fees and Private Income ⁴	\$262,573
Other Capital Income ⁵	\$33,476
Total Income	\$2,178,098

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$33,476
Salaries and Related Expenses ⁷	\$1,587,232
Non-Salary Expenses ⁸	\$427,984
Total Expenditure	\$2,048,692

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.