

Annual School Report



St Mary's Parish Primary School, Hay

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ABOUT THIS REPORT

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

The Annual School Report provides parents and the wider school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NSW BOSTES requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Further information may be obtained by contacting the School or by visiting the School's website.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

The 2016 school year has been very successful for the staff and students of St Mary's Hay. Once again, our academic results have compared favourably with state averages in NAPLAN testing and our children have benefitted from the implementation of new initiatives in literacy and numeracy. The staff has engaged in a range of Professional Learning this year with a highlight being the work with Anita Chin Maths Consultant to work on consistent, hands-on application to work in Maths.

I would like to acknowledge the hard work of all the St Mary's staff. They consistently go above and beyond for the students of our school and make outstanding contributions to the academic, spiritual and pastoral aspects of our school.

The students of St Mary's are always willing to put in their best effort and approach tasks in and out of the classroom with the utmost enthusiasm. Their performances in the Alice In Wonderland musical in Term 4 were nothing short of brilliant, and the application to all teaching and learning activities has resulted in significant growth over the course of this year.

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.

Mr Nick Baird

Parent Body Message

St Mary's School has two strong committees driving parental involvement in the school. The P&F Committee has had a stellar year raising money for the school, with resources including air conditioners, sports uniforms, sports equipment, new class readers and furniture among the many resources purchased with the funds. The School Committee continues to work together to ensure the school is headed in the right direction, with engaging conversations on learning and improvement driving many agendas. We would like to thank the hard working staff for their continued commitment and look forward to another great year in 2017.

Student Body Message

The highlight of the 2016 school year was the production of “Alice in Wonderland” in Term 4. All of the students loved being part of the performance and after hours of practice the hard work paid off. We have had lots of success in sport and enjoyed participating in team carnivals such as the Paul Kelly Cup, Trent Barrett Shield, Mortimer Cup and mixed netball carnivals.

Thank you to the teachers for all they have taught us this year. We have enjoyed working in Maths and English with lots of new books and resources to learn from.

SECTION TWO: SCHOOL FEATURES

St Mary's Parish Primary School is a Catholic systemic co-educational school located in Hay. The school caters for students in Kindergarten to Year 6, and has a current enrolment of 92.

St Mary's has offered Catholic education in Hay since it was established by the Presentation Sisters in 1883. The staff work together to provide a safe, happy and welcoming school environment for students, staff and parents.

In 2016, St Mary's had four classes – Kindergarten, Year 1/2, Year 3/4 and Year 5/6.

Our teachers are supported by Education Assistants in the classroom.

Each student at St Mary's is equipped with a Chromebook for learning and every class in the school has an interactive whiteboard for teacher use.

In 2016, some minor renovations were completed to the Infants classrooms, with the painting of walls and replacement of old pin boards. New furniture was placed in every classroom with a plan to replace all old classroom furniture over the next two years.

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

Girls	Boys	LBOTE*	Total Students
45	47	2	92

* Language Background Other than English

Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral

approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91%
Year 1	90%
Year 2	93%
Year 3	90%
Year 4	95%
Year 5	91%
Year 6	92%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students.

School staff, under the Principal's leadership, supports 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; and
- 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 Director of Catholic Education or designated CEO Wilcannia-Forbes 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 FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
8	4	12

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

Percentage of staff who are indigenous	8%
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Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

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.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

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

Term 1	Spelling
Term 2	Implementing the new Geography syllabus
Term 3	Assessment for learning
Term 4	Spiritual Development

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2016 includes:

- Spelling Strategies
- Implementation of the new Geography syllabus
- EMU Maths Instruction
- Anita Chin Maths Consultant
- Gifted and Talented Education
- STEM Strategies for Schools
- ACEL National Conference
- Future Leaders Conferences
- ICTT Workshops
- Mentor Workshops
- Anne Squire – Down Syndrome Australia
- Backward Mapping
- Mini Certificate of Gifted Education
- Layered Assessment

SECTION FIVE: 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 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.

Prayer, Liturgical Life and Faith Experiences

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 core values, 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 Partnerships

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. This year, the school hosted one Family Mass, helping to strengthen the ties between the school and parish. It is hoped this will become a more regular occurrence next year.

Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer). It offers students rich and varied faith experiences.

Year 4 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

Our School's average result (as a mark out of 35)	
Year 4	27

Results of these assessments are analysed by teachers and are used to inform teaching and learning in Religious Education.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary 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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE).

In 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table.

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and punctuation	100%	96.9%	69.3%	71.9%
	Reading	92.3%	96.9%	92.3%	70.9%
	Writing	92.3%	98.7%	76.9%	80.8%
	Spelling	100%	96.8%	77%	76.1%
	Numeracy	100%	96.9%	84.7%	61%

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	100%	96%	70%	64.2%
	Reading	90%	94%	80%	62.3%
	Writing	90%	94.8%	70%	50%
	Spelling	90%	94.6%	70%	63.6%
	Numeracy	100%	95.8%	50%	57.1%

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies at St Mary's Parish Primary School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

Behaviour Management and Student Discipline Policy

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

Anti-Bullying Policy

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying are available from the school.

Complaints and Grievances Policy

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility are reflected across all dimensions of school life. St Mary's used the MJR focus of *Speak to Please* as a strong area of focus throughout the year with opportunities to demonstrate that in the school community re-enforced regularly.

SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, “Christo et Doctrinae – For Christ and Learning”. The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

Annual School Priorities for 2016

Priority 1	The development of the holistic education for each of our students at St Mary's.
Reason for priority 1	The importance of developing a child's spiritual health is important for a Catholic School.
Steps taken to achieve priority 1 Brief summary from the Annual Improvement Plan	Greater focus on the MJR resource and a school wide focus on the 5 core values of the school.
Status of priority 1	Successful initiatives such as Speak to Please focus every week and term focus awards have helped define the 5 core values of the school for our students.

Priority 2	To differentiate student learning in reading, writing, spelling and grammar with explicit targets and focus agreed practice in classrooms.
Reason for priority 2	To ensure all students are working at their own level in Literacy – providing opportunities for ownership of their learning.
Steps taken to achieve priority 2	Focus on Learning Intentions in Writing, Focus words in spelling and an evaluation of reading levels and comprehension expectations.
Status of priority 2	Modified for 2017. Some aspects achieved, but a focus on personalised learning in Literacy will become a greater focus in 2017 following significant success in Infants classrooms.

Priority 3	Strengthen the focus on whole school instructional leadership.
Reason for priority 3	Re-focus on explicit teaching strategies for students across all KLAs.
Steps taken to achieve priority 3	Professional Learning in hands-on teaching in Maths, explicit teaching of skills in literacy to ensure strong foundations are formed for reading and writing tasks.
Status of priority 3	Ongoing. Professional Learning to continue in early 2017 following from successful visit from Anita Chin to aid Maths instruction.

Projected Priorities for 2017

Priority 1	Develop closer ties with St Fergal's Parish and the historical significance of the Presentation Sisters.
Reason for priority 1	To promote within the school a greater sense of community with the parish and to develop more awareness of the history of the school.
Steps taken to achieve priority 1	Creation of a school prayer and a youth mass in the parish once a term.

Priority 2	Use of Common Learning Objectives across the school to improve student results in Writing.
Reason for priority 2	Consistent approaches to Writing assessment across the school to improve student outcomes, specifically in structure of different text types.
Steps taken to achieve priority 2	Consistent Learning Intentions across the school in writing. A focus on understanding the content.

Projected Priorities for 2017 cont'd

Priority 3	Consistent, whole school approach to hands-on Maths instruction in all classrooms
Reason for priority 3	Greater emphasis on hands on learning in Maths to improve understanding of mathematical concepts and improve the explicit teaching strategies of staff. Review of Scope and Sequence to reflect whole school approach
Steps taken to achieve priority 3	Engage specialists in the field of Mathematics (Anita Chin) to develop consistent and linked Scope and Sequence across the school in Maths

SECTION TEN: 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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parental surveys suggest a high level of satisfaction from the parent body. Parents recognise they are welcomed to the school and have many opportunities to participate in the day to day learning of their children. P&F and School Committee meetings have a high attendance rate, with many fundraising opportunities on offer for parents to contribute to school resources.

Student Satisfaction

Students at St Mary's have indicated strongly across all year levels they feel safe and valued at school. They recognise many extra-curricular activities that they can be involved in and appreciate that their rights and responsibilities are respected at St Mary's. Our students display high levels of satisfaction for the classroom environment and recognise that they each have the opportunity to achieve to their best at all times.

Teacher Satisfaction

The staff survey results indicate a high level of satisfaction in the school's direction. All staff indicated that St Mary's provides a safe and supportive environment for the students with the individual needs of students being catered for very well. Staff has also indicated an appreciation for greater opportunities to participate in Professional Learning this year in order to improve their own teaching practice.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	\$1,004,461	Capital Expenditure	\$13,016
Government Capital Grants	\$16,321	Salaries and Related Expenses	\$1,293,289
State Recurrent Grants	\$357,465	Non-Salary Expenses	\$242,198
Fees and Private Income	\$174,992	Total Expenditure	\$1,548,503
Other Capital Income	\$6,000		
Total Income	\$1,559,239		