

# 2019 ANNUAL SCHOOL REPORT



## St Mary's Parish Primary School, Warren



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**Faith, Learning and Transformation in Jesus Christ**



## ABOUT THIS REPORT

St Mary's Parish Primary School, Warren is registered by the NSW Education Standards Authority (NESA) 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 NESA 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

2019 has been a year of great change in our school with the commencement of our new school buildings. We are very excited about commencing next year in the first stage of our new building.

We continued with our flexible and collaborative learning spaces during this year with both Stage 2 and Stage 3, whilst our Stage 1 teachers worked in collaborative co-planning meetings to address the needs of their students. We continued to embed the Lyn Sharratt 14 parameters with our focus being on Learning Intentions and Success Criteria in all Key Learning Areas.

Our children have excelled in many areas this year both academically and in the sporting arenas. This includes some excellent academic results in NAPLAN and ICAS and a growing number of our children were selected in cluster, diocesan, Polding and state sporting teams, with one student representing our school in National Swimming in August. Our students continued to have the opportunity to participate in music lessons from the Dubbo Conservatorium and participate in the local and group level CWA Public Speaking Competition.

We introduced our Literacy Numeracy Games Night, that allowed our parents to attend a fun night with their children and participate in lots of English and Mathematics games to enable them to learn in the way their children are learning in the class. The parent community, along with the Parents and Friends Association, continues to provide great support to our school through volunteers, fundraising and resources.

### Parent Body Message

This year has been a bit quieter on the fundraising and spending fronts for our St Mary's Parents and Friends Association, as we patiently await the completion of the new School where there will no doubt be endless items to spend our hard-earned dollars on and hopefully a better season will improve our fundraising prospects.

Some of the things we have committed funds to this year:

- We recently put \$10,000 towards new chilled bubblers for the new school.
- The bus expenses Year 3-4 and 5-6 Excursions
- New sports equipment
- Free sunglasses for all students

In March the P&F hosted Tom Curtain at the race course and what a marvellous community event this was. This was part of his "Speak Up" tour to stamp out bullying and what a great message this was for our school and community. We had over 700 people from near and far to attend the evening.

The P&F is very conscious of the drought and how it is affecting the whole community and we are wary about fundraising in these tough times.

Grant funding has been a valuable form of fundraising in the current tough economic times and we are constantly looking for grants we are eligible for. We were unsuccessful in our recent application for a \$5000 grant to landscape the new school. The feedback was positive and I was reassured our proposal was a good one and not to be deterred and keep applying.

## **Student Body Message**

We started a new year with our annual Swimming Carnival. Then we had CWA speeches for Years 3-6 and we enjoyed practising our public speaking skills. Mr Evans came and started music lessons, lots of people have been enjoying playing their instruments and performing in front of an audience. The builders started our new school. Year 6's had a Leadership Day with Trangie, Narromine and Nyngan at our Bowling Club.

Three lovely people came to our school for Moorambilla trials and we all sang our hearts out to audition for this event. We had Cross Country at the Golf Club course and many of us made it away. We entered our writing and art into the Warren Show art and all of our work looked fabulous, with many of us picking up ribbons. All of year 6's went to GRIP in Dubbo and learnt a lot about how to be good leaders.

The girls went to Coonamble to play for the NSW Netball Cup and the Year 6 girls won the day which saw them go to Orange to compete at a higher level, whilst the boys attended the Peachey Richardson Rugby Gala day. The Discovery Zone went to the amazing Great Aussie Bush Camp. Maddie Marks went to Nationals for swimming in Melbourne and our school was very proud of her achievements.

In Term 4 we held our Mission Day and we had heaps of fun stalls to make money. Kindergarten went to the Dubbo Zoo to look at all the animals. Our Year Fives welcomed their new kinder buddies for 2020. Year 6's had an incredible night at the graduation and we would like to thank our fantastic teachers for organising this for us.

## SECTION TWO: SCHOOL FEATURES

St Mary's Parish Primary School is a Catholic systemic co-educational school located in Warren. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 143 students which has declined from 152 at the start of 2020 due to families leaving our region because of the ongoing drought.

The Sisters of St Joseph established our school on 31 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 life values through the Making Jesus Real program and are reminded to help others in need and live like Jesus would have liked us to live. They regularly pray together and attend Mass regularly and the opportunity to participate in the sacraments is provided to all children.

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 ICAS testing where we once again received Distinctions, Merits, Credits and Participation. The Year 4 and 6 Religious Education Assessments and NAPLAN tests for Years 3 and 5 also demonstrated the varied 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, with one student taking out the win at the Group Level of the competition.

In the sporting arena, the students have participated in a variety of sports, including Swimming, Cross Country, Netball, Soccer, Cricket, Tennis, Rugby League, Golf, Athletics and Cricket. This is in addition to the skills learnt in PDHPE lessons and dance skills taught by our dance instructor Miss Susie. Many children have progressed through the school carnivals and trials to reach Cluster, diocesan and Inter-diocesan (Polding) levels. One student represented our school at the National Swimming Carnival held in Melbourne.

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 school captains, and 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.

## SECTION THREE: STUDENT PROFILE

### Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2019.

Girls	Boys	LBOTE*	Total Students
80	63	3	143

\* 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 2019 was 90.2%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.9%
Year 1	89.4%
Year 2	91.2%
Year 3	88.8%
Year 4	90.7%
Year 5	89.8%
Year 6	88.6%

## 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 well being 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; and
- ❖ 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 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
12	9	21

\* This number includes 8 full-time teachers and 4 part-time teachers.

Percentage of staff who are indigenous	4.7%
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### Teacher Standards

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. The minimum qualification for a teacher in a systemic school in the Diocese of Wilcannia-Forbes is a four-year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004.

### 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	Policies/Staff Handbook/Child Protection/ First Steps Writing (First Day back)
Term 2	Science Curriculum, Diocesan RE Day - with Gerard O'Shea
Term 3	Teaching Writing with Carmel Small (Cengage)
Term 4	English - Early Literacy Project - 8 twilights - facilitated by Jill Raynor



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 2019 includes:

- New Science and Technology Syllabus
- New Personal Development, Health and Physical Education Syllabus
- Road Safety PL
- CPR and Anaphylaxis Training
- Lyn Sharratt - Clarity workshop
- Compass
- Staff Compliance meetings each term
- Diocesan Religious Education Day - Dr Gerard O'Shea
- Early Literacy Project, 8 modules, training sessions and school visits to work with teachers K-2 on strategies to improve Literacy - facilitated by Jill Raynor
- NAPLAN online training
- Royal Far West Capacity Building Modules on Anxiety and Regulation
- Julie Hollitt Staff Sessions
- Extending Mathematical Understanding (EMU) - Specialist teacher / Focus Teacher - Cluster Workshop and OPaL Sessions for 3 new staff members
- Religious Education Coordinator (REC) Conference
- Be You Training
- Mentor Workshop
- Gifted and Talented Conference
- Additional Needs Conference
- Compliance Cluster Workshop for Principals and Administrators
- Principal's Conferences, Cluster Meetings and ACSP Conference
- CSNSW Aboriginal Education Conference
- Second Year Mentors and Graduates cluster workshop
- Trauma Aware Schooling Conference
- Annual Primary Maths Conference 2019. Differentiating Maths: How To Do It
- Connecting with Science and Technology PL
- Jolly Phonics - an Introduction to Jolly Phonics
- Ross Greene's Collaborative and Proactive Solutions
- Thrive - evidence based strategies for children with behavioural and emotional problems - University of Technology Sydney
- Literacy/Numeracy Focus Teachers workshops
- Anita Chin Annual Conference - Differentiating Maths: How to do it
- Trauma Aware School Conference- Queensland University of Technology

## 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**

Our school year commences with a whole school Mass where we induct our new school captains and welcome our new Kindergarten students, families and staff to St Mary's. Throughout the year we also gather as a whole school to celebrate significant feast days, in addition to Stage Masses (3-6) and liturgies (K-2) have continued throughout the year. We conclude our school year with a whole school Mass where we farewell our Year 6 students and pass on the care of the school to our Year 5 students.

St Mary's follows the Sharing Our Story program in our daily Religion lessons. Sharing Our Story has teaching units in each stage covering the core strands of God, Christian Life, Church, Prayer, Sacraments, Jesus and Scripture. All Religion lessons are 30 minutes each day. The REC plans the yearly Religion overview for each class and these are placed into the RE programming folder and given to the staff prior to the commencement of the year. It is an expectation that the staff prepare and plan for the whole school masses and class masses throughout the year, working collaboratively with our Parish Priests.

In 2019, we continued to have a dedicated Making Jesus Real focus each fortnight. This focus became the playground emphasis and prayer focus in our Monday morning whole school assembly. In addition, students received weekly awards based on our MJR focus.

Our Year 4 and Year 6 students participated in the Religious Literacy Assessment.

We had a strong contingent of children who formed our Mini Vinnies team this year. They worked hard throughout the year to plan and implement ideas to raise money for people in need.

### **Parish Partnerships**

We continue to invite the parishioners to attend our school Masses and liturgies throughout the year as well as any celebrations that we are having in our school. All school events are reported in the school newsletter and the local newspaper.

Our Parish priests are regularly invited to attend morning tea and staff functions. They are also invited to visit classrooms and speak with the children.

Our Year 6 students participated in the parishioner's "Biggest Morning Tea" where they performed for the local community and spent time throughout the morning tea engaging in conversations. This is a much anticipated event for the students and the people in attendance at the morning tea.

St Mary's sacramental program includes family workshops with the relevant class teacher responsible for teaching the sacramental program in consultation with Father. All sacraments are offered within the parish - not just to the children attending St Mary's. In 2019 we had a number of Catholic children from outside our school involved. We celebrate the Sacraments of

First Reconciliation and First Eucharist in Year 4 and Confirmation in Year 3. The Parish is invited to attend our morning tea functions held after each Sacrament.

### **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.

Both Year 4 and Year 6 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*.

<b>Our School's average result (as a mark out of 35)</b>	
Year 4	19.7
Year 6	16.8

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 NESA 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).

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.

The 2019 academic school year has seen the continuation of our flexible learning spaces within Stage 2 and Stage 3, supported by current research and best pedagogical practice. This year we also introduced co-planning meetings and collaborative programming. Staff were allocated time each fortnight to hold these meetings in place of regular staff meetings.

We offered the opportunity to our parents and wider community to come to school and experience Learning Walks with our executive staff. These will continue into the 2020 year, ensuring parents fully understand the new learning style, in the hopes to foster positive relationships within our community.

We continued our focus on STEM, inquiry based learning with a staff member being released for extra STEM days throughout the year. This was funded by Innovation Funding. The teacher worked with children and staff to further expose them to resources we have in our school.

NAIDOC celebrations saw our students participate in a well organised program supported by external facilitators. The students were able to take part in various activities which promote positive relationships with our local aboriginal people.

Our Mathematical Assessment Interviews (MAI) have continued throughout this year and have allowed us to continue in tracking our students and inform vulnerable learnings across the years. Three new staff members were trained in EMU Training. We have also implemented the tool Essential Assessment to assist with Mathematics planning across all classes.

This year has seen the continual expansion of the Come'N'See Program with a partnership with the Catholic Education Office (CEO) enabling more students being supported. This telehealth program is delivered by Royal Far West, and supports our students in the areas of Speech, Sensory Occupational Therapy and Counseling, delivering individualised tailored services to support their learning needs. We accessed Capacity Building Modules through RFW on anxiety and regulation for groups of staff members.

Children with additional needs 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.

In 2019, the Year 5/6 children participated in a week long excursion to Great Aussie Bush Camp at Tea Gardens. Year 3/4 experienced an overnight excursion to Lightning Ridge, to learn about mining, geology and art. Year 1 and 2 visited the Dubbo Regional Theatre to watch a performance of "Billionaire Boy". Kindergarten visited the Dubbo Zoo and had close encounters with the animals. These excursions were all linked to the learning that the students had been undertaking during class time.

## 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 2019. 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 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
<b>Year 3</b>	<b>Grammar and Punctuation</b>	100%	96.5%	68%	76.8%
	<b>Reading</b>	100%	97.8 %	64%	75.7 %
	<b>Writing</b>	100%	95.4 %	84%	66.3 %
	<b>Spelling</b>	100%	95.4%	68%	74.5%
	<b>Numeracy</b>	100%	98.8%	68%	83.5%

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
<b>Year 5</b>	<b>Grammar and Punctuation</b>	90%	93.2 %	65%	62.2%
	<b>Reading</b>	95%	95.7 %	60 %	68.2 %
	<b>Writing</b>	95.2%	94.5%	38.1 %	51.7 %
	<b>Spelling</b>	95%	88 %	45%	67.2 %
	<b>Numeracy</b>	95%	97.1%	40%	60.8 %

Overall our Year 3 results were pleasing, as 100% of all students are sitting at or above the National Minimum Standard in all strands, with higher than expected numbers in the top 3 bands for writing

Our Year 5 students met their expected growth with results showing 70% in Writing and Spelling, 45% in Reading, 50% in Grammar and Punctuation and 25% in Numeracy. It has been pleasing to see growth in Writing and Spelling across the years as this has been a focus in our school.

Our focus in 2020 will be on Numeracy skills and extending our students to ensure that we have a greater number achieving success in the top 3 bands.

## 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 prerequisite 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 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 as we are waiting for the CEO Compassionate Communities guidelines to incorporate this. We revisited the policy a number of times over the duration of the 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 can be accessed from the school office after requests are made to the Principal.

### **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**

With a focus on the fact that every member of our school community has the right to feel safe, happy and valued, the values of respect and responsibility are reflected across all dimensions of school life.

We reintroduced our Making Jesus Real (MJR) focus in a fortnightly block in 2019 commencing the week with a prayer reflecting this focus. The focus was unpacked in the classes and with MJR awards at assembly each week for students living the kindness and inclusiveness that underpins the MJR philosophy.

As we had noted an increasing rise in the anxiety and mental health challenges in the student population, we used our allocation of special funding to employ a counsellor on a weekly basis. This has been a very positive inclusion contributing significantly to the wellbeing of the students and their families.

We again held a week long immersion in Indigenous culture to celebrate NAIDOC week, culminating in a cultural day where we invited the parent body and members of the local Indigenous community. This was a wonderful experience and we are building a positive profile within the community.

We have continued a Religion and Parish Events section in our weekly newsletter so that parents can be easily made aware of events taking place. The staff have also included Religion Learning Intentions in the newsletter.

Year 6 students participated in the Grip Leadership Conference. This learning focused on building positive relationships amongst the children and their peers, and how to plan and achieve small goals within the school. In addition, we participated in a Leadership development day with Narromine and Peak Hill.

The St Mary's Parish School Mini Vinnies group again operated in 2019 with a group of enthusiastic participants. They worked hard in the school community to promote social justice and fairness for all in our local and wider communities, raising funds to support those less fortunate.

## 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 2019

<b>Priority 1</b>	To live our Vision and Mission statement in all that we do. To build an inclusive and supportive community that recognises the difference and challenges in others through the lens of our pastoral care and to adapt our mindset to effectively support our students with challenging behaviours.
<b>Reason for priority 1</b>	<p>Our MJR component has lost traction in recent times. It is hoped, with renewed vigour that the students will return to using the language regularly and recognising these traits in each other.</p> <p>Our Vision and Mission Statement was last updated in 2012.</p> <p>Embed the MJR learning into regular RE lessons and being in our school - living like Jesus.</p> <p>Higher number of students presenting with behaviour challenges - this reflects our change to a growth mindset. This will also reflect the current review of our school's Pastoral Care and Behaviour Management Policy.</p>
<b>Steps taken to achieve priority 1</b>	<ul style="list-style-type: none"> <li>❖ A review of our Vision and Mission to incorporate 21st Century Learning and changes in our pedagogy.</li> <li>❖ Incorporating the MJR values and lessons into primary classrooms each fortnight and re-introducing our MJR weekly awards.</li> <li>❖ Pastoral Care and behaviour support learning through collaborative and proactive solutions based on Ross Greene.</li> <li>❖ Learning Intentions / Success Criteria to be visible in all classrooms.</li> </ul>
<b>Status of priority 1</b>	We have reviewed our Mission Statement but it is yet to be finalised. Our Pastoral Care and Behaviour Support Policy has been reviewed but not finalised. This will be done in 2020. Other components have been achieved.

<b>Priority 2</b>	To develop a consistent approach across the school in the teaching of writing structures for improved student understanding and skills across all text types and all grades.
<b>Reason for priority 2</b>	<p>Students Naplan results are declining from Year 3 to Year 5 and our higher classroom achievers did not get good results in Naplan Writing.</p> <p>Need for Gradual Release of Responsibility in writing blocks and agreed teaching practice.</p> <p>Reintroduction and resurgence of First Steps activities in writing and reading tasks.</p>
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>❖ Review our English Plan and Sequence of Learning.</li> <li>❖ Review Gradual Release of Responsibility model specifically in relation to writing. Engage in professional learning delivered by Carmel Small from Cengage on Effective Writing Skills.</li> <li>❖ Make visible Learning Intentions and Success Criteria in all rooms.</li> <li>❖ Use Strong and weak exemplars in all rooms and rubrics for effective feedback to allow students to make improvements to their writing tasks.</li> </ul>
<b>Status of priority 2</b>	Achieved throughout 2019. Further training in First Steps will be needed in 2020.

## Projected Priorities for 2020

<p>Priority 1</p>	<p>RELIGION - To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.</p> <p>The new diocesan Religious Education Curriculum will be implemented in all classes throughout the school.</p>
<p>Reason for priority 1</p>	<ul style="list-style-type: none"> <li>• <a href="#">A review of the Religious Education Curriculum “Sharing Our Story”</a> was undertaken in 2018. After an in depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC’s) 16 recommendations were identified.</li> <li>• A key recommendation was to: “Either adopt a current Religious Education curriculum already written, or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes.”</li> </ul>
<p>Steps taken to achieve priority</p>	<ul style="list-style-type: none"> <li>• A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind.</li> <li>• Staff members have received a basic level of professional development to enable them to begin using the Religious Education curriculum “Educating in Christ” (a basic understanding of developmental stages, methodology, resources).</li> <li>• Learning spaces support the pedagogical practices of the Religious Education Curriculum (as described in the resource list document).</li> <li>• Students are making progress towards being engaged, independent learners.</li> <li>• At their own level of understanding, students are able to both articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.</li> <li>• Teachers provide effective descriptive feedback to individual students about their learning.</li> <li>• The student learning journals are effectively utilised by both students and teachers.</li> <li>• Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum. (school and diocesan level)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>❖ Designate and prepare learning spaces and timetables for Religious Education within our school.</li> <li>❖ Ensure that all staff members receive appropriate support in understanding the new methodology.</li> <li>❖ Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.</li> </ul>

<p><b>Priority 2</b></p>	<p>Numeracy - The School's self review has indicated that we need to review our agreed practice for Numeracy blocks to have consistency across all classes. There is also a need to embed some effective practises that are happening such as utilising assessment to drive the programming in Numeracy.</p> <p>For teachers to have a deeper understanding of the Mathematics curriculum content and contemporary pedagogy in order to differentiate learning.</p>
<p><b>Reason for priority 2</b></p>	<ul style="list-style-type: none"> <li>● Inconsistency of implementation of agreed practice across the school.</li> <li>● A decline in NAPLAN results for Years 3 and 5 that conflicted with more positive results between classroom /whole school assessment (MAI Data, Pat Maths, Essential Assessment).</li> <li>● Semester 2 a noticeable decline in Shared Responsibility for Mathematics in Peer Meetings</li> <li>● Current agreed practice from 2019 has not been sustained over the year.</li> </ul>
<p><b>Steps taken to achieve priority 2</b></p>	<ul style="list-style-type: none"> <li>● Analysis of MAI and the application of the results used to inform planning and practice</li> <li>● Evidence of knowledge of content from the Mathematics curriculum in programming</li> <li>● Numeracy block operating according to the agreed practice</li> <li>● Relevant assessment - not assessing for assessment sake</li> <li>● Staged meetings being held regularly for a collaborative process to share knowledge of students, moderation, assessment and differentiation</li> <li>● Growth for each student as evidenced by assessment results, including improvement from pre-test to post test</li> <li>● Completion by all teachers of the Affective Assessment tool (EMU)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>❖ Professional learning input including Anita Chinn, Peter Sullivan and Education Officer</li> <li>❖ Staged meetings with a Numeracy/Literacy focus three times a term</li> <li>❖ Revisit and review the Numeracy Block Agreed Practice at a staff meeting</li> <li>❖ Learning Walks, including executive and teachers, with a Numeracy focus</li> <li>❖ Co- planning of Literacy/Numeracy would alternate each term instead of each semester</li> </ul>

## 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**

Throughout 2019 there has been positive parental feedback received by both teachers and the principal.

At the end of the year we offered a survey on Parental Satisfaction to all parents. This year 25% of our families responded to the survey. 100% of responses in the parent survey agreed or strongly agreed that St Mary's Parish School helps their children to develop a knowledge and understanding about Catholic tradition. 92% agreed or strongly agreed that there are opportunities for parents to be involved in school life and activities. 70% percent of families agreed or strongly agreed that we effectively communicate through various avenues. 85% agreed or strongly agreed that St Mary's provides a safe and supportive environment for their children. 70% agreed or strongly agreed that the school is meeting the needs of their child, 70% of our parents agreed or strongly agreed that they are provided with appropriate information about their child's progress. 63% agreed or strongly agreed that we offer a range of co-curricular activities. 60% agreed or strongly agreed that their children are challenged to maximise their learning outcomes.

### **Student Satisfaction**

Our Year 3-6 cohort (45 children on the day) were given the opportunity to participate in the annual survey. The students comments and responses were more positive in relation to our learning spaces this year.

85% strongly agreed or agreed that our school provides a safe and supportive environment for them. 91% strongly agreed or agreed that there are a range of co-curricular activities (such as sport, music, STEM, public speaking) that are offered in appropriate years. 93% strongly agreed or agreed that they are supported to develop a knowledge and understanding about Catholic tradition whilst at school. 86% strongly agreed or agreed that they are challenged to maximise their learning outcomes. 93% strongly agreed or agreed that there are various opportunities for their family to become involved in the school. 79% strongly agreed or agreed that the teaching staff strives to meet their individual learning needs. 82% strongly agreed or agreed that the teachers are genuinely interested in their wellbeing and welfare, whilst 89% strongly agreed or agreed that the teachers provide appropriate information about their progress to their parents.

Many of our other responses were reflective of the neutral response. However, 4% disagreed or strongly disagreed that the staff were striving to meet their needs and 6% disagreed or strongly disagreed that the staff show a genuine interest in their wellbeing and welfare.

## **Teacher Satisfaction**

Our school executive promotes an open door policy with staff. Each staff member was offered the opportunity to participate in a non-compulsory survey around St Mary's Parish School. 9 staff members out of 20 took this opportunity.

78% either strongly agreed or agreed that the school helps children to develop a knowledge and understanding about the Catholic tradition. 89% strongly agreed or agreed that the Students are challenged to maximise their learning outcomes. Whilst 78% strongly agreed or agreed that the school strives to meet the individual learning needs of the students.

89% strongly agreed or agreed that the students understand their rights and responsibilities. 89% strongly agreed or agreed that we provide a safe and supportive environment for our students.

It was apparent from the survey that we need consistent approaches to Behaviour Management and better communication across the school community.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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.

<b>RECURRENT AND CAPITAL INCOME</b>	
Commonwealth Recurrent Grants	<i>\$1,755,505.00</i>
Government Capital Grants	<i>\$1,318,936.00</i>
State Recurrent Grants	<i>\$522,200.00</i>
Fees and Private Income	<i>\$284,221.00</i>
Other Capital Income	<i>\$19,308.00</i>
Total Income	<i>\$3,900,170.00</i>

<b>RECURRENT AND CAPITAL EXPENDITURE</b>	
Capital Expenditure	<i>\$2,683,704.00</i>
Salaries and Related Expenses	<i>\$1,990,037.00</i>
Non-Salary Expenses	<i>\$515,156.00</i>
Total Expenditure	<i>\$5,188,897.00</i>