



CATHOLIC EDUCATION WILCANNIA-FORBES

2020

ANNUAL SCHOOL REPORT



St Mary's Parish School

2 Lawson St, WARREN 2824

Principal: Mrs Terina McNair

Web: www.wf.catholic.edu.au/schools/warren/

About this report

St Mary's Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

2020 has continued to be a year of great change in our school with the continuation of our school buildings. In first term we moved into our new primary learning spaces and administration block. By mid Term 3 our infants room were finished and all of our children were finally in their new spaces. We are very pleased to now be in our new school buildings and have such productive new learning spaces.

Our flexible and collaborative learning spaces are now embedded across the school and the staff continued ongoing Professional Learning to ensure that we are meeting the needs of all students in our classes. We continued to embed the Lyn Sharratt 14 parameters with our focus being on learning goals in Literacy and Numeracy.

Unfortunately due to Covid-19 there were limited opportunities throughout 2020 for our children to participate in additional academic and sporting events. Our Stage 3 children participated in our CEWF Ruby Goldberg challenge with one team taking out second place. Our students continued to have the opportunity to participate in music lessons from the Dubbo Conservatorium.

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

What a year 2020 turned out to be. The drought finally ended and Covid took over as the new thorn in our side. Covid meant we had fewer meetings and some via zoom. Hopefully, we are getting towards the end of these restrictions and we can get back to more regular meetings. There seems to be plenty of enthusiasm for a social event in 2021 so fingers crossed this can happen and we can resume the connection between our school and the parents.

We moved into the new School and what a massive upgrade it has been. The building job is all but complete and remaining are plenty of worthy projects that need our funding.

The two main items we have identified to fund are the new watering system and gardens as these were outside the building fund. The Garden will be a work in progress with trees the initial focus and hopefully some working bees when the rules allow it.

Hopefully, 2021 will be a fruitful year for St Mary's PnF and we look forward to a major fundraising event. Where our community can come together once again. We look forward to life returning to normal in 2021.

Student Body Message

In term 1 we started the new year with enthusiasm as we headed into our brand new learning spaces. We started off with our school Swimming Carnival and Lourdes finally won! Then, in March we were put into lockdown because of covid-19 and life as we knew it was not the same.

We have had some amazing builders build our new outstanding school. All the children became so used to this working noise and now that it is finished it is quiet and peaceful. Our school is also the first in the dioceses to look like this. So as a result of that we've had some visitors from other schools come out to have a look around our amazing new facilities.

This year's Athletics Carnival was cancelled due to Covid but that wasn't going to stop us! Instead we decided to hold an Athletics Fun Day, which was run by Year 6 and the teachers. We also had point scoring and White came out on top.

At the start of the Term we celebrated our annual Mission Day where we raised \$1284 for children in Cambodia. Together our classes ran many stores and the school community had lots of fun throughout the day.

Once the school was completed, we had a special visit from our Bishop. He addressed all the Primary students and then the whole school. We were lucky enough to see Bishop Columba play the bagpipes. He even managed to get the whole school march to his rhythm.

We were lucky enough to have all classes attend their excursions in Term 4. We are grateful to all the teachers who organised these wonderful events for our children.

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 153 students which has increased from 146 at the start of 2020.

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 how our children and staff continued their educational journey throughout Covid-19 this year. The staff came together and organised all of our learning packs to be sent home to our families during remote learning.

Culturally, the students have had the opportunity to attend the community events that were still held such as the NAIDOC week activities and Remembrance Day. Many of our classes also took the time to make remote connections with our elderly community members at Calara House, through cards, letters and Christmas cooking for the residence.

In the sporting arena this year our children participated in Swimming before all sport was cancelled for 2020. One of our students was chosen for our CEWF Tennis team to compete at the beginning of 2021. Our students have missed the opportunities to represent our school in any other sporting activities this year.

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.

Student Profile

Student Enrolment

St Mary's Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
81	70	2	151

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2020 was 91.23%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.50	93.90	90.60	90.40	90.20	91.50	89.50

Managing Student Non-Attendance

Regular attendance at St Mary's Parish 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 Director of Catholic Education or designated Catholic Education Wilcannia-Forbes Schools 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	20
Number of full time teaching staff	8
Number of part time teaching staff	4
Number of non-teaching staff	8

Total number of teaching staff by NESA category

Teachers at St Mary's Parish School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 9 teachers
- Provisional 23 teachers
- Proficient 220 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning 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 Catholic Education Office (CEO).

St Mary's Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and 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.

Summary of professional learning at this school

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 2020 included:

- Anita Chin - differentiating our Mathematics Curriculum - Whole School approach
- New Personal Development, Health and Physical Education Syllabus
- Road Safety PL
- CPR and Anaphylaxis Training
- Lyn Sharratt - Clarity workshop (online)
- Regular Compass updates
- Staff Compliance meetings each term
- Diocesan Teaching Sacraments Module
- Extending Mathematical Understanding (EMU) - Specialist teacher / Focus Teacher
- Religious Education Coordinator (REC) Conference
- Mentor Workshop
- Compliance Cluster Workshop for Principals and Administrators
- Principal's Conferences and Cluster Meetings
- 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
- Literacy/Numeracy Focus Teachers workshops
- NESLI Women Advanced Leadership Program

Catholic Identity and Mission

Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Mary's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

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.

This year St Mary's commenced a new Religious Education Curriculum, "Educating in Christ". The vision and enthusiasm of the Mission and Religious Education team in developing the program and ensuring shoulder to shoulder professional learning for teachers has been instrumental in ensuring the success of this program this year. This program follows the Montessori Philosophy with students responding to Educating in Christ in a variety of ways - through speech, prayer, journaling, their engagement with the materials and artistic expression. Religion lessons are twice weekly for 1 hour, along with 30 minutes of MJR focus and prayer maintenance.

The MRE Team 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 2020, 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.

We had a strong contingent of children who formed our Mini Vinnies team at the beginning of the school year. However due to Covid-19 the planned events did not go ahead.

We continued to invite the parishioners (When allowed due to Covid-19) 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.

St Mary's sacramental program followed the Educating in Christ Modules. Our children participated in a whole day retreat to prepare for their Sacraments this year. This learning was offered to all Catholic families in our community and we had 2 children from outside our school join in the retreat day and Sacramental preparation. We celebrated the Sacraments of First Reconciliation and First Eucharist in Year 3 and Year 4. First Eucharist was held during a regular Sunday Parish Mass so that our parishioners could be a part of this celebration as well. We did not gather following the mass due to Covid-19 restrictions in numbers.

Curriculum, Learning and Teaching

St Mary's Parish School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (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). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Mary's Parish 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.

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The 2020 academic school year has seen the implementation of collaborative flexible learning spaces Stage 1 to 3. The staff have continued to learn about this change in pedagogy supported by current research and best practice.

We had planned to offer opportunities to our parents and wider community to come into our school on regular occasions to experience Learning Walks with our executive staff however Covid-19 prevented these from happening. These will resume in 2021, ensuring parents fully understand the new learning style, in the hopes to foster positive relationships within our community.

We continued our focus on inquiry based learning with our staff planning and teaching a unit of work around flexible learning areas, based on research by David Thornburg. This provided our students with targeted opportunities to work within different spaces in the room.

NAIDOC celebrations saw our students participate in a well organised program researching famous indigenous people of Australia. Unfortunately we were not able to have our usual outside facilitators on site this year.

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

We have continued to use the ESTA-L tool to drive our learning in Early Literacy across the school. All classes have embedded the practices of reading in their classes from the Early Literacy Project.

This year has seen the continual expansion of the Come'N'See Program with a partnership with the CEWF 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. We have also continued our partnership with Psychological Solutions with our regular school counsellor visits to address the wellbeing needs in our students.

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 2020, Stage 3 participated in a week long excursion to Broken Hill. Stage 2 experienced an overnight excursion to Dubbo. Stage 1 and Kindergarten visited the Dubbo Regional Theatre to watch live performances. These excursions were all linked to the learning that the students had been undertaking during class time.

Student Performance in Tests and Examinations

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). 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.

NAPLAN testing was cancelled in 2020. This decision was made to assist principals, teachers and school staff focus on student learning during the COVID-19 outbreak.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Wellbeing and Pastoral Care Policy.

The [Wellbeing and Pastoral Care Policy](#) 2020, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Wellbeing and Pastoral Care Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Behaviour Management and Student Discipline Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Anti-Bullying Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Concerns and Complaints Handling Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Initiatives promoting respect and responsibility

At St Mary's we have a continual 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 continued our Making Jesus Real (MJR) fortnightly focus commencing each week with a prayer reflecting to 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 have continued a Religion and Parish Events section in our weekly newsletter so that parents can be easily made aware of events taking place. We encourage our parents and parishioners to participate in our school masses.

We had planned for our Year 6 students to participate in the Grip Leadership Conference and Cluster Leadership Day however neither event took place due to Covid-19. These events assist in building positive relationships amongst the children and their peers, and how to plan and achieve small goals within the school.

We have continued our Professional Learning on Ross Greene Collaborative and Proactive Solutions, with our executive staff working with a Canadian facilitator early in the year over a number of weeks.

We have reviewed our Pastoral Care Policy each term to ensure that we are meeting the needs of our students, with regular updates to further improve our behaviour management strategies across the school. This has been a positive change in our school community.

School Improvement

The focus for St Mary's Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Mary's Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

Key Improvements Achieved

Annual School Priority One for 2020:

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.

Reason for priority 1:

- A review of the Religious Education Curriculum "Sharing Our Story" was undertaken in 2018. After an in depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC's) 16 recommendations were identified.
- 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."

Steps taken to achieve priority 1:

- Designate and prepare learning spaces and timetables for Religious Education within our school.
- Ensure that all staff members receive appropriate support in understanding the new methodology.
- Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.

Status of priority 1:

- Achieved

Annual School Priority Two for 2020:

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.

Reason for priority 2:

Inconsistency of implementation of agreed practice across the school.

A decline in Naplan results for Year 3 and 5 that conflicted with more positive results between classroom /whole school assessment (MAI Data, Pat Maths, Essential Assessment).

Semester 2 a noticeable decline in Shared Responsibility for Mathematics in Peer Meetings
Current agreed practice from 2019 has not been sustained over the year.

Steps taken to achieve priority 2:

- Analysis of MAI and the application of the results used to inform planning and practice
- Evidence of knowledge of content from the Mathematics curriculum in programming
- Numeracy block operating according to the agreed practice
- Relevant assessment - not assessing for assessment sake
- Staged meetings being held regularly for a collaborative process to share knowledge of students, moderation, assessment and differentiation
- Growth for each student as evidenced by assessment results, including improvement from pre-test to post test
- Completion by all teachers of the Affective Assessment tool (EMU)

Status of priority 2:

- Ongoing

Priority Key Improvements for Next Year

Projected Priority One:

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, Phase 3.

Reason for priority 1:

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 will be fully implemented. Stage 3 part 1 will be introduced.

Steps taken to achieve priority 1:

- 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. Hence, normally, every encounter in religious education will have:
 - Something concrete
 - Something affective
 - Something for the mind
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of “Using the Scriptures with Children” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners.
- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student’s learning journal.
- The student learning journals are effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

Projected Priority Two:

The School’s self review has indicated that we need to continue to embed Agreed Practices in Mathematics K-6 that incorporate the NSW Mathematics Syllabus, EMU Maths and rich tasks to ensure consistency across all classes. Develop teachers confidence in using the Mathematics syllabus proficiently to ensure differentiation in our numeracy blocks.

Reason for priority 2:

- Agreed practice and effective differentiation in numeracy across the school remains an area of focus due to Covid-19 disruption in learning this year.

Steps taken to achieve priority 2:

- Analysis of MAI and the application of the results used to inform planning and practice facilitated by Melissa Kupkee in Term 1 2020
- Evidence of knowledge of content from the Mathematics curriculum in programming
- Numeracy block operating according to the agreed practice
- Staged meetings being held regularly for a collaborative process to share knowledge of students, moderation, assessment and differentiation
- Growth for each student as evidenced by assessment results, including improvement from pre-test to post test
- Professional Learning with Peter Sullivan on Challenging Mathematical Tasks
- Professional Learning for embedding Working Mathematically skills
- Completion by all teachers of the Affective Assessment tool (EMU)

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 St Mary's Parish School from parents, students and teachers.

Parent satisfaction

Throughout 2020 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 23% 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.

96% agreed or strongly agreed that there are opportunities for parents to be involved in school life and activities. 87% percent of families agreed or strongly agreed that we effectively communicate through various avenues. 100% agreed or strongly agreed that St Mary's provides a safe and supportive environment for their children.

77% agreed or strongly agreed that the school is meeting the needs of their child, 78% of our parents agreed or strongly agreed that they are provided with appropriate information about their child's progress. 91% agreed or strongly agreed that we offer a range of co-curricular activities.

82% agreed or strongly agreed that their children are challenged to maximise their learning outcomes. 100% agreed or strongly agreed that the staff are genuinely interested in the welfare of their children.

Student satisfaction

Stage 3 children were given the opportunity to participate in the annual survey. The students comments and responses were more positive in relation to their learning this year.

85% always or very often feels that the school helps them with their understanding of their Catholic Faith. 92% always or very often feel proud of their school. 100% always or very often understand their rights and responsibilities.

100% of students always or very often believe that their teachers encourage them to learn to the best of their abilities. 92% always or very often agreed that they are given opportunities to be involved in sporting and other co-curricular activities. 80% always or very often feel safe at

school. 85% always or very often feel that there are people they could approach if their had a problem.

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. 8 staff members out of 20 took up the opportunity to provide feedback this year.

75% of the staff enjoy working in our school. 100% feel extremely or very safe working at our school. 75% of the staff feel that the feedback from the principal is extremely or very useful. 100% of the staff felt that the expectations on our students are very or moderately reasonable. 100% of staff agreed that we spend the right amount of time on standardised testing.

75% agreed that we very or moderately collaborative well as a staff. 38% of the staff indicated that a great deal and a lot of attention is given to their professional growth, whilst 63% indicated that a moderate amount of attention is given. 75% of the staff were extremely or moderately satisfied with their teaching experience at the school.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for St Mary's Parish School in 2020 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,954,143
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$547,666
Fees and Private Income ⁴	\$221,254
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$19,764
Total Income	\$2,742,827

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$170
Salaries and Related Expenses ⁷	\$2,110,157
Non-Salary Expenses ⁸	\$713,110
Total Expenditure	\$2,823,437

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.

END OF 2020 REPORT