



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



St Mary's Primary School Moruya

Queen Street, Moruya 2537

Phone: 02 4474 2817

Email: office.stmarysmoruya@cg.catholic.edu.au

Website: www.stmarysmoruya.nsw.edu.au

Principal

Mr Michael Lowe

Section One: Message from Key Groups in our Community

Principal's Message

2016 was a year of continued growth for St Mary's with increased enrolments and the opportunity to enjoy our new learning spaces free from building interruptions. The whole school community worked on three key initiatives across the whole school. The approach to the teaching of Literacy across all grades was agreed upon, the school began the process of becoming a Kids Matter School and began the implementation process of the Australian Curriculum in History and Geography.

Revised school vision and mission through consultation with community, students and staff. Our new vision statement is - At St Mary's we gather and grow as one- growth of staff, growth of parents and growth of students.

The introduction of a passive play area for the children is attempting to address the social and verbal communication skills for all children. Children are encouraged to come to this area to play quite interactive games that require cooperation and communication.

Parent Body Message

The Community Council continued to support the school during the 2016 school year. The school provides many opportunities for parents to be involved in the activities at the school. The breakfast club at the school is staffed by community and parish volunteers and provides opportunities for children to have breakfast if they come to school and are feeling hungry. Some children enjoy the social aspect of gathering in the hall in the morning and eating a meal together.

Parents are most welcome at St Mary's and many parents take the opportunity to assist in the classrooms and act as helpers in Literacy, Numeracy and gross motor activities. A number of parishioners assist the children with reading and writing activities.

The school invited the parents to attend a Numeracy and Literacy expo during the school year. Although numbers were a little disappointing, the parents who attended enjoyed the evening. Families really enjoyed the end of year picnic and fun activities and would love to see this night continue into the future.

Student Body Message

The Year 6 leaders at St Mary's are given lots of opportunity to demonstrate their leadership skills. The Year 6 children act as buddies for the children in Kinder and this is one of our favourite activities. It is fun to go to the kinder rooms and work with the little kids.

We have House Captains who lead their Houses in the three main carnivals at St Mary's. We write chants for the children to learn so we can support one another. Our school captains are often called upon to lead assemblies, morning prayer and to welcome and thank visitors to our school. The SRC planned fund raisers and we had a great time at the pyjama day, St Patrick's Day and the Mission Day events.

St Mary's gives us lots of opportunity to represent in sports as well. We went in the Rugby Gala Day, Catholic Schools Soccer Carnival, Catholic Netball Carnival in Canberra and AFL Gala Day and we played Moruya Public School in representative cricket.

Section Two: School Features

St Mary's Primary School is a Catholic systemic Co-educational School located in Moruya.

St Mary's is a community firmly grounded in the parish of Sacred Heart. We are proud of our history and of the legacy left by the Good Samaritans who founded the school. St Mary's is situated in the middle of the town and hence has a high profile in the town of Moruya.

Many parents attended the school themselves and are proud to be known as ex students.

We are proud to be part of the pathways program involving Carroll College and St Bernard's. We are continually looking for ways we can work in partnership to support our three schools.

Our work in holding Sacramental retreats at Carroll College involving senior students from Carroll College has been a wonderful initiative. This year we again combined our Confirmation celebration. Regular meetings are held with the three principals and the Parish Priest and Community Council Chairs to discuss ways we can support one another.

This year we enjoyed the opportunities afforded by having new classrooms. The children are fortunate with the provision of suitable technology enabling them to connect efficiently to the web and to use the tools provided by technology to enhance learning opportunities.

It was a pleasure to host the regional public speaking competition at St Mary's as the children enjoy the opportunity to compete against other schools and to represent their school. The children are involved in community events including the Mayor's Writing Competition, ANZAC Day, Remembrance Day and various events and competitions arranged through the local Eurobodalla Council.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Mary's enjoys the support of the local parish and the children are very welcome at parish Masses during the week and on Sundays. Through the work of our Religious Education Coordinator we are kept informed of parish events and celebrations. We are able to celebrate weekend Mass and involve our children in the various ministries during the Mass.

The practice of Christian Meditation is evident in all our classrooms and the children from Kindergarten are learning to be still and quiet and listen to the voice of God. The school prayer is recited each morning and is well known by all the children in the school.

The children involved in Mini Vinnies are active in raising money for those less fortunate. This social outreach is alive and well at St Mary's with regular fundraisers held and the annual support for the St Vincent de Paul Christmas Appeal. The children at St Mary's are very generous in their support of others.

The Religious Education Units are taught effectively at St Mary's and are supplemented by the addition of on line resources provided by the Sydney and Broken Bay Archdioceses.

Sacramental preparation this year is a collaborative effort and involves parents, parish priest and staff. All children attend retreats at Carroll College and these days are led by the senior students at Carroll College.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
122	114	8	236

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2016 was 91.63%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90%
Year 1	93%
Year 2	90%
Year 3	92%
Year 4	91%
Year 5	92%
Year 6	94%

Managing Student Non-attendance

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

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

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;

- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

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

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

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
19	6	25

* This number includes 15 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	5%
--	----

Professional Learning

The professional development for staff at St Mary's during 2016 revolves around three key learnings.

- The staff is implementing a model of literacy teaching that involves a model of Inquiry. The teachers have agreed upon certain non negotiable elements.
- St Mary's is working towards becoming kids Matter school.
- Implementing the History and Geography Syllabus is a focus.
- Our three schools joined together for a day of prayerful reflection and learning about the Pope's directives regarding care for the environment. We followed the reflection with field trips to improve our environment.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	64%	49%	11%	11%
	Writing	61%	49%	4%	6%
	Spelling	61%	46%	7%	12%
	Grammar and Punctuation	54%	52%	14%	10%
	Numeracy	32%	36%	4%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	46%	35%	21%	15%
	Writing	32%	17%	4%	18%
	Spelling	46%	30%	7%	18%
	Grammar and Punctuation	46%	36%	4%	15%
	Numeracy	25%	29%	14%	17%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2016

The improvement in Literacy across the whole school has been very welcome and staff are working on their inquiry model of teaching. Children are given free choice in their reading material during silent reading time and this has led to increased levels of engagement in all classrooms. Writing every day and learning to edit and publish regularly has improved the writing abilities of the children. Teachers provide quality literature for the children as they spend time reading aloud to the children on a daily basis. We are thankful to Catholic Education for the provision of additional reading materials that have helped boost the class libraries.

Student welfare is a priority at St Mary's as we work with the Kids Matter framework to provide support for all our families. The staff are engaged in learning about Kids Matter through the modules and parent, staff and children have been surveyed.

Oral language especially in the early years is being addressed through more play based activities in Kindergarten; in the playground a special passive play area has been established to encourage more oral communication.

Priority Key Improvements for 2017

In 2017 the school will be working together to improve our teaching of Mathematics through the application of a model of Inquiry. The teachers will team with CE staff to improve current teaching practice.

The whole school will be working on social skills as part of the student well being improvement project. Staff have outline social skills that will be explicitly taught and rewarded through the use of a card system across the whole school. Values such as welcome, manners, sportsmanship and care for the environment will be the focus for a period of two weeks.

The work on our inquiry approach to literacy will continue to be a focus during 2017 with planned visits from Kaye Lowe supporting teaching and learning in literacy.

Section Eight: School Policies

Student Welfare Policy

The student welfare policy at St Mary's attempts to be proactive rather than reactive. Our aim is to catch children doing the right thing and use praise and reward. The school uses the anti bullying week to highlight the need for proper respectful relationship between all members of the school community. All classes use the resources on the anti bullying web site to highlight what constitutes bullying and what we can do about it should it occur.

During the year parents have been invited to attend an information session about cyber safety, bullying, resilience and low sugar diets.

All classes have well established class rules in line with the school policy. Actions are incremental beginning with classroom time out through to exclusion from the classroom.

Parents are contacted in cases where anti social behaviour in the playground or classroom is detected.

Corporal punishment is expressly prohibited at St Mary's school. In addition we do not sanction the use of corporal punishment by non school persons to enforce discipline.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school follows the Catholic Education Policy as listed on the Catholic Education web site.

Parents are very welcome to make appointments to discuss issues in relation to their child's education and welfare. Parents are encouraged to make contact with the class teacher in the first instance to discuss issues before meeting with members of the school leadership team.

Whole school issues are often brought to the attention of members of the Community Council and are discussed at their regular meetings. Decisions from these meetings are published through the school newsletter.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

The parent satisfaction survey has been completed by 110 families. The executive summary indicates satisfaction with the school at high level with average results ranging from a low of 3.1 to a high of 3.7. The highest possible score is a 4 and the lowest is a 0. Parents commented on the community spirit evident in the school. Improved communication between school and home was mentioned by some families. Parents said the best thing about St Mary's was the staff and the caring environment that has been created. Things to change revolve around car parking issues, additional technology and additional play equipment for the senior children.

Student Satisfaction

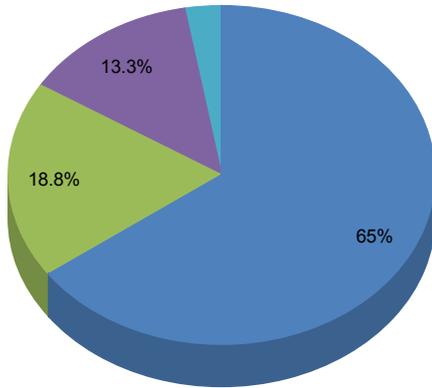
The student survey was completed by 74 children. The executive summary indicates the children are happy at school with a range (from 0-4) from a low of 2.3 (homework) to a high of 3.4 (technology helps me to learn). Children commented on the good friendships they develop at St Mary's, doing fun things in class and the care and support of their teachers. Children would like to see more play equipment, an end to mean people in the playground and to not have any homework.

Teacher Satisfaction

The teacher survey was completed by 19 staff members. The executive summary indicates the staff are happy and feel supported in their work at St Mary's. The satisfaction scores (from 0-4) range from a low of 2.3 (communication about what is happening at school) to a high of 3.7 (belief that our work makes a difference for the children). Staff made comment about the support they receive from colleagues and the child centred nature of the school. Comments for improvement include communication and a more consistent approach to discipline in the whole school.

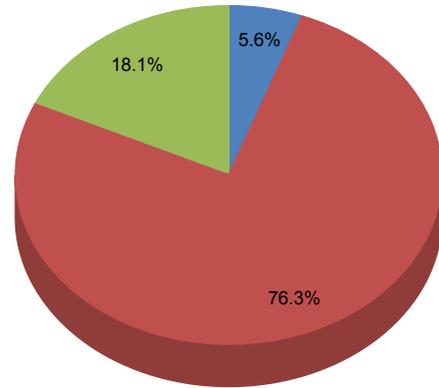
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (65%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.8%)
- Fees and Private Income (13.3%)
- Other Capital Income (2.8%)

Expenditure



- Capital Expenditure (5.6%)
- Salaries and Related Expenses (76.3%)
- Non-Salary Expenses (18.1%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,082,353
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$603,384
Fees and Private Income ⁴	\$426,630
Other Capital Income ⁵	\$89,025
Total Income	\$3,201,392

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$180,702
Salaries and Related Expenses ⁷	\$2,461,682
Non-Salary Expenses ⁸	\$584,537
Total Expenditure	\$3,226,921

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.