

Annual School Report

2018 School Year

St Mary's Primary School, Bowraville



St Mary's Primary School
Bowraville

Carbin Street

Bowraville NSW 2449

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www.bwppplism.catholic.edu.au

About this report

St Mary's Primary School, Bowraville is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish 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 to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6564 7369 or by visiting the website at www.bwppplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Mary's Primary School, Bowraville is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Mary's Primary School, Bowraville offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Mary's Primary School, Bowraville has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Participated at Credit or Distinction level in the diocesan Year 6 Religious Education test.
- Students learnt the traditional Gumbaynggirr language, leading to language and song presentations within the school and wider communities.
- Implemented Personal Plans and Personalised Learning Plans to assist vulnerable Indigenous and non-Indigenous students to make individual progress in both literacy and numeracy.
- Participated in the New South Wales Literacy and Numeracy Action Plan which increased the students' writing skills.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2018 the school:

- Planned Indigenous cultural activities and performances for a number of partner schools from Sydney as well as neighbouring primary schools.
- Students in Year 5 and Year 6 attended the diocesan programs Exuro and Incitare which fostered their faith development.
- Raised funds for Caritas and Project Compassion.
- Students participated in the Bowraville ANZAC Day march and Remembrance service.
- Students regularly participated with parishioners and local Elders in Masses and liturgies that were celebrated within the Nambucca Catholic Valley Parish.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- All students participated in the school athletics carnival with a small team participating at the Zone level.
- Students were selected to participate in the Zone Cross Country.
- All students participated in Rugby League, Touch Football and Tennis coaching clinics.
- Students participated in local Netball and Touch Football gala days.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Mary's Primary

School, Bowraville is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Warren Niethe
Principal

1.2 A Parent Message

St Mary's continues to reach out to our Indigenous families through the annual Aboriginal Family Faith Retreat. Our local Elders are invited and encouraged to attend all school events, especially NAIDOC Week activities. The traditional language of the Gumbaynggirr people is actively taught to all children throughout the school by an Aboriginal staff member. This is an important part of our school community as it enables the Gumbaynggirr culture and traditions to flourish for future generations.

Our school continues to be an important part of the Nambucca Valley Catholic Parish (NVCP). Staff, children and families attend weekly Mass with parishioners, invite parishioners to volunteer in the classrooms as well as donating Christmas hampers to our local St Vincent de Paul. The school and the NVCP worked with an Aboriginal health corporation to start a Youth Hub that operates out of the school hall. This wider community initiative is helping all the young of Bowraville. A group of parents are active within the school, assisting with the many varied celebrations and activities such as sporting carnivals, Mother's Day stall, Father's Day stall, Easter Raffle and other events.

Families are kept informed about what is happening at school by a School Newsletter that is sent out on a regular basis as well as frequent Facebook posts. Parents/carers and students were able to have a say about how the school is going through a comprehensive annual survey. Information about school improvement has been shared.

Brenda Buchanan
Parent Member
Friends of St Mary's

2.0 This Catholic School

2.1 The School Community

St Mary's Primary School, Bowraville is part of the Nambucca Valley Catholic Parish which serves the communities of Bowraville, Macksville and Nambucca Heads, from which the school families are drawn.

Last year the school celebrated 114 years of Catholic education.

The parish priest Fr Shelwin Fernandez is involved in the life of the school.

St Mary's Primary School, Bowraville is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Participation in parish sacramental programs - Baptism, Confirmation, Penance and First Holy Communion.
- Participation in ministries - Welcome to Country in Language, Altar Serving, Reading, Music and Offertory at school and parish Masses.
- Including and supporting the Gumbaynggirr Elders.
- Supporting the local St Vincent de Paul chapter.



The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school’s prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

St Mary's Primary School, Bowraville caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
Male	6	6	2	4	2	1	2	23	13
Female	4	2	2	6	2	1	2	19	12
Indigenous <i>count included in first two rows</i>	5	4	4	7	3	1	4	28	14
EALD (Language background other than English) <i>count included in first two rows</i>	5	4	4	7	3	1	4	28	14

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents’ legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged

periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	86.6%	89.9%	86.8%	88.1%	92.6%	94.6%	89.2%	89.7%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	7
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	6
6.	Number of staff identifying as Indigenous employed at the school.	7
7.	Total number of non-teaching staff employed at the school.	7

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 93.70%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2018, a whole school program based on the concepts of team, respect, understanding, support and togetherness (TRUST) was consolidated. The scriptural



passage 'in everything, do to others as you would have them do unto you' (Matthew 7:12) was used to further contextualise the values of respect and responsibility within the school community.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

In 2018 the school participated in the School Review and Improvement (SRI) process supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next three years. A process titled Building Cultural Capacity (BCC) was implemented to collaboratively engage with the whole school community. This process included a number of staff, parent and student surveys and meetings to gauge the opinion of all members of the school community.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive 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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

- A number of KLAs are contextualised taking into account many students are Aboriginal.
- The early years of learning and how the curriculum is delivered is an important focus as many students are starting with limited school readiness.
- There is a strong emphasis that all students meet State and National benchmarks in Literacy and Numeracy. Student progress is tracked and monitored using continuums such as Learning Progressions in Literacy and Mathematical Assessment Interviews in Numeracy.
- The school curriculum is personalised to ensure all students experience success in their learning journey. This is achieved through the use of four critical questions. What do we want students to learn? How will we know if they have learnt? What will we do if they don't learn? What will we do if they already know it?
- The Three Tiers of Intervention are used to ensure specific learning needs are being targeted.
- Students' individual learning success is celebrated on a regular basis.

The school continues to work towards developing 21st Century pedagogy based on current research and data. Across the school, teachers intentionally implement the Gradual Release of Responsibility model, especially in literacy and numeracy. This is achieved through modelled, shared, guided and independent learning tasks. Teachers use the learning and teaching philosophy - "I do, We do, You do" when delivering the curriculum. Additionally, students collaboratively co-design with their teachers, individual learning intentions and success criteria. To enhance personalised learning students' progress is tracked and monitored using continuums.

The parish primary school offers a strong co-curricular program which includes student participation in:

- Fostering a connection with the Gumbaynggirr community, especially the Elders.



- Excursions to St Patrick's Primary School, Macksville and Bowraville Central Public School for shared educational activities.
- Hosting cultural immersion programs for a number of Sydney based schools.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 12 students presented for the tests while in Year 5 there were two students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Mary's Primary School, Bowraville, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Mary's Primary School, Bowraville students in each band compared to the State percentage.

Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School										
Reading	27.7	8.0	24.7	8.0	20.2	0.0	12.8	25.0	7.2	33.0	3.8	25.0
Writing	10.9	0.0	36.0	8.0	24.3	33.0	18.4	8.0	5.4	25.0	2.8	25.0
Spelling	25.8	0.0	25.0	8.0	21.0	8.0	13.7	25.0	8.0	33.0	4.4	25.0
Grammar and Punctuation	30.9	0.0	16.8	8.0	23.2	17.0	12.5	25.0	8.2	17.0	4.2	33.0
Numeracy	17.8	8.0	25.7	8.0	26.5	15.0	16.6	15.0	10.1	23.0	2.1	31.0

Year 5 NAPLAN Results in Literacy and Numeracy

Due to the fact that only two students completed this assessment in 2018, the results are not published to protect the privacy of each student.

It is recognised that the school is one of fluctuating enrolments. Nevertheless, it is pleasing to note the percentage of students in Year 3 who achieved above benchmark in the top four bands: Reading 41%, Writing 49%, Spelling 41%, Grammar and Punctuation 50% and Numeracy 46%.

Further analysis of average NAPLAN scores over time indicate continued growth in numeracy. This growth is testament to the implementation of Extending Mathematical Understanding (EMU) that focuses on conceptual development and differentiated strategies.

NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Writing, and Grammar and Punctuation. The State (NSW) Literacy and Numeracy Action Plan resourcing will assist in these two domains.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2018 were:

Staff Professional Learning Activity	Date	Presenter
School Improvement Planning and Developing Teacher Cycles of Improvement	13/04/2018	Lismore Catholic Schools Consultants and School Leadership Team
Mathematics - Rich Maths Tasks & the Maths Block	06/07/2018	Professor Peter Sullivan
Parish School Retreat	23/07/2018	Leadership Teams - St Mary's Bowraville and St Patrick's Macksville
School Improvement - Building Cultural Capacity	10/09/2018	School Improvement Team
The Structure of the Writing Hour	15/10/2018	Lee Denton - Lismore Catholic Schools Office

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Quick Smart Intervention Training Days	2	University of New England
K-6 Learning Progressions/Learning Tool	1	Lismore Catholic Schools Office and NSW Department of Education
First Aid Course	10	Peter Swan - Macksville T.A.F.E
Building Cultural Capacity - Leadership Team and School Improvement Team Coaching Days	6	Peter Hart - Insight SRC

The professional learning expenditure has been calculated at \$7921 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Mary's Primary School, Bowraville requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe

and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Permeated Catholic Worldview across some Key Learning Areas. • Strengthened the connection between school and parish through the provision of music at Sunday Masses. • Made progress in embedding Aboriginal culture and spirituality into the faith life of the school. 	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Work towards including Aboriginal spirituality in school Masses and liturgies. • Continue to evangelise the Catholic faith tradition by inviting families to participate in Proclaim Lismore events and encouraging participation at Sunday Mass. • Use the school's newly appointed Child and Family Support worker (counsellor) to contextualise pastoral care programs within the school community.
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Established <i>Building Cultural Capacity</i> frameworks that a culture of co-leadership based collaboration, strategic professional learning, mentoring and feedback. • Granted additional leadership support and capacity at the school level with the appointment of a part-time assistant to the principal. 	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Continue using the <i>Building Cultural Capacity</i> process to drive school improvement. • Engage more fully students, families and wider community in <i>Building Cultural Capacity</i>. • Consolidate the school Leadership Team membership and increase their capacity through distributive leadership practices. • Support school Action Teams to work with students and families around the areas of student wellbeing and community engagement.



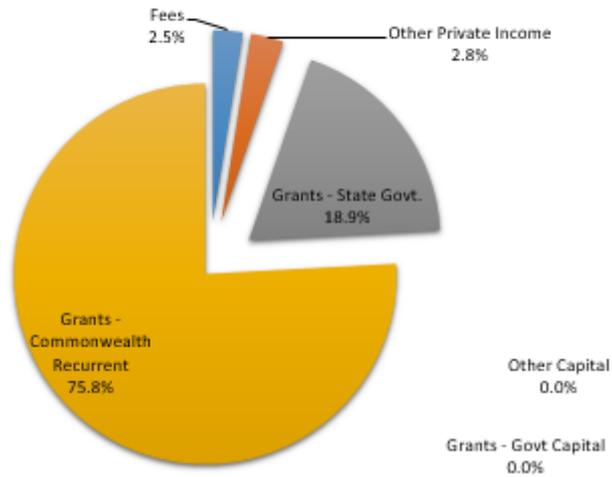
<p>Teaching and Learning</p> <ul style="list-style-type: none"> Supported initiatives and practices in response to being a State Literacy and Numeracy Action Plan school. Worked towards developing a whole school approach to writing based on current research. Consolidated <i>Extending Mathematical Understanding</i> strategies, in particular quality differentiation in the maths block. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Continue to be responsive to the requirements and actions of being a State Literacy and Numeracy Action Plan school. Consolidate a whole school approach to writing. Contextualise the English scope and sequence to better support the students' backgrounds and learning needs. Review the process and procedure for writing a <i>Personalised Learning Plan</i> (PLP) for Indigenous students. Review the process and procedure for writing a <i>Personalised Plan</i> (PP) for a student with a specific learning need.
<p>Community and Relationships</p> <ul style="list-style-type: none"> Implemented the values and actions of TRUST (Team, Respect, Understanding, Support, and Together) throughout the whole school community. Provided opportunities for families to participate in school life. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> Support the Youth Hub joint community project between the Nambucca Valley Catholic Parish and Galambila Aboriginal Health Corporation - Coffs Harbour. Participate in the Food Rescue program that operates in the Bowraville community. Establish a school Action Team to develop more fully better ways to engage with school families and the wider community.

6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:

2018 INCOME - St Mary's Primary School BOWRAVILLE



2018 EXPENSE - St Mary's Primary School BOWRAVILLE

