

Annual School Report 2017 School Year

St. Mary's Primary School



Bowraville

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About this report

St Mary's 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 to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. 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, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2018 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) 65647369 or by visiting the website at <http://moodle.bwplism.catholic.edu.au>



1.0 Messages

1.1 Principal's Message

The primary purpose of St Mary's Catholic primary school 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 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 2017. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Mary's has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2017:

- Years 3 and 5 NAPLAN results showed steady growth in both literacy and numeracy.
- Implementation of Individual Learning Plans in mathematics has assisted both vulnerable Indigenous and non-Indigenous students to reach specific Extending Mathematical Understanding growth points.
- One Year 6 student achieved a distinction in the diocesan Religious Education test.
- All students learnt the traditional Gumbaynggirr language, leading to language and song presentations within the school and wider communities.

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 2017:

- The school planned Indigenous cultural activities and performances for a number of partner schools from Sydney.
- Students in Year 5 and Year 6 attended the diocesan programs *Exuro* and *Incitare* which fostered their faith development.
- The school raised funds for Caritas and Project Compassion.
- Students participated in the ANZAC Day march and Remembrance service.
- Students in Years 3 to 6 had input at a community forum addressing the needs of young people in Bowraville.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2017:

- 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.
- Students in Years 3 to 6 participated in a *Colour Run* that was hosted by St Joseph's Primary School, Wauchope, NSW.

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

Warren Niethe
Principal



1.2 A Parent Message

This year we welcomed a new Principal and a graduate teacher to St Mary's. At the end of 2017 the whole school community farewelled and sincerely thanked two long standing staff members, Aunty Cheryl Donovan and me. Aunty Cheryl, a very proud and respected Aboriginal teacher taught at St Mary's for twenty-two years. I served the school families and wider Indigenous community for seventeen years as an Indigenous Education Worker. Both Aunty Cheryl and I have found it a privilege to assist the children and their families over the years. We leave with many cherished memories of St Mary's.

The productive partnership between St Mary's, the Nambucca Valley Catholic Parish and the Lismore Catholic Schools Office has resulted in the completion of three major projects that greatly benefit the students and their learning. These projects were the refurbishment of the school hall; replacing the old school bus with a brand new one; and upgrades in the playground that included a sand play area and sensory garden.

Our school continues to support the parish community with morning teas, invitations to special Feast Days and school functions. Our parent body is active within the school, assisting with the many varied celebrations and activities such as Mother's Day stalls, Father's Day stalls, Easter Raffles and other events.

The school continues to engage with our Indigenous families through the annual Aboriginal Family Faith Retreat. The traditional language of the Gumbaynggirr people is learnt throughout the school. This enables our Indigenous students' culture and traditions to be kept alive.

Aunty Michelle Flanders
Representing the Friends of St Mary's

2.0 This Catholic School

2.1 The School Community

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

Last year the school celebrated 113 years of Catholic education.

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

St Mary's 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, Reconciliation and Eucharist.
- Ministries such as Welcome to Country in Language, Altar Serving, Reading and Offertory at School and Parish Masses.
- Involvement with and support of the community of Gumbaynggirr Elders.
- Support of the local and Wauchope branches of St Vincent de Paul by the school's Mini Vinnies team.

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 caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2017	TOTAL 2016
Male	4	2	3	1	1	1	1	13	15
Female	1	0	6	1	2	2	0	12	19
Indigenous <i>count included in first two rows</i>	2	1	4	1	2	3	1	14	24
EALD (Language background other than English) <i>count included in first two rows</i>	2	1	4	1	2	3	1	14	24

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. 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 2017 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	89.7	83.2	94.5	93.2	93.3	86.2	83.2	90.8

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	7
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	3
5.	Number of staff identifying as Indigenous employed at the school.	9
6.	Total number of non-teaching staff employed at the school.	7

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96%. This figure is provided to the school by the CSO.

There was a change in school principals. Mr Warren Niethé commenced his principalship Term 1, 2017.

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. Many of the awards presented to students throughout the year are indicative of these values. In 2017, a program based on team, respect, understanding, support and togetherness (TRUST) was introduced to the school community. The scriptural passage 'in everything, do to others as you would have them do unto you' (Matthew 7:12) was used to further contextualise 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 2017 St Mary's participated in the Diocese of Lismore School Improvement Surveys. The surveys offered the whole school community an opportunity to comment on important school specific areas. The survey enabled students, parents and staff to provide confidential feedback on the school's performance in delivering student outcomes. The survey results allowed for the school to plan and implement strategies based on data and recommendations.



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 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.

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”. Additionally, students collaboratively create with their teachers individual learning intentions and success criteria.

To enhance personalised learning students’ progress is tracked and monitored using the Literacy Continuum and the Mathematical Assessment Interview. The school continues to work towards developing 21st Century pedagogy based on current evidence based data.

3.2 Student Performance in National Testing Programs

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

In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St Mary’s, 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 SMART 2 Data Analysis workshops.

The following data indicates the percentage of Mary’s students in each band compared to the State percentage.

Year 3 NAPLAN Results in Literacy and Numeracy

Please note, only two Year 3 students completed NAPLAN.
Due to anonymity requirements, no Year 3 NAPLAN results are published.

Year 5 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School										
Reading	18.4	0	21.3	0	26.1	25	17.0	50	12.7	25	4.5	0
Writing	5.3	0	12.8	0	30.0	0	36.0	75	9.3	0	6.5	25
Spelling	17.4	0	20.8	0	29.5	0	19.3	100	8.1	0	5.0	0
Grammar and Punctuation	21.8	0	14.4	0	25.7	25	16.0	0	15.6	25	6.4	50
Numeracy	13.4	0	19.1	0	29.3	25	23.6	75	11.6	0	3.0	0

The results show that students have performed well in 2017 in most areas. In particular, further analysis of NAPLAN data indicates steady growth for students in Reading, Writing, Spelling and Numeracy. NAPLAN results in the area of Grammar and Punctuation will inform and guide the direction for future improvements.

The consolidation of targeted professional development for teachers, comprehensive differentiation of content to extend and support students as well as personalised learning programs has contributed to overall student growth in Literacy and Numeracy. Specific programs that have been implemented to ensure student learning are Extending Mathematical Understanding (EMU), Mathematical Assessment Interview (MAI), QuickSmart – Mathematics, Succeeding Together as Readers (STAR) and Response to Intervention (RTI).

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 2017 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Retreat	24/4/17	Leadership Teams St Mary's Bowraville and St Patrick's Macksville
Creative Arts Curriculum – Visual and Drama	30/6/17	David Ogg and a presenter from Theatre Sports, Sydney
Catholic Worldview - Permeation	17/7/17	School Evangelisation and Catechesis Teams St Mary's Bowraville and St Patrick's Macksville
Mathematics Curriculum – A Rich Task Maths Block	9/10/17	Leader of Pedagogy and Leader of Curriculum St Mary's Bowraville



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

Activity	Staff numbers	Presenter
Managing Aggressive and Potential Aggressive (MAPA) Behaviour	8	Catholic Schools Office Lismore Inclusion Officers Carolyn Carrigan and Catherine Costello
Mathematics – creating rich open ended learning tasks	2	Catholic Schools Office Lismore Education Officers
Faith Leadership Conference	2	Catholic Schools Office Lismore Education School Evangelisation and Catechesis Team
Responding Trauma Behaviours - Students	14	Catholic Schools Office Lismore Inclusion Officer Carolyn Carrigan and Warren Niethe

The professional learning expenditure has been calculated at \$8,161 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 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2017.

Policy name	Status in 2017 (No change, new policy, changes made)	Access this policy at:
Maintenance	No Change	Catholic Schools Office Intranet
Risk Assessment Guidelines	No Change	Catholic Schools Office Intranet
Workplace Health and Safety	No Change	Catholic Schools Office Intranet
Suspension and Expulsion	No Change	Catholic Schools Office Intranet
Overnight Excursions	No Change	Catholic Schools Office Intranet
School Bus	No Change	Parent Handbook
Child Protection	No Change	School Webpage
School Attendance	No Change	School Webpage
Anti-Bullying	No Change	School Webpage
Behaviour Management	No Change	School Webpage
Complaints and Grievances	No Change	School Webpage

4.2 Enrolment Policy

Every new enrolment at St Mary's 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.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.



A copy of the enrolment policy and standard operation procedure is located in the school office. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Pastoral Care Policy

The school's Pastoral Care Policy promotes the wellbeing, rights, and responsibilities of all students. This policy reflects the mission of the Catholic Church and is concerned with all students and staff having the right of respect, the right to learn or teach and the right to feel safe and secure in the school environment. All students and staff have the responsibility of contributing to a safe, fair and positive learning environment in the classroom and on the playground. To live out this policy the school has adopted various programs aimed at helping and encouraging students to value themselves and experience wellbeing. These programs focus on effective strategies of resilience, self-esteem, social relationships, anti-bullying, drug awareness, health and personal safety. The school's Pastoral Care Policy has been developed in consultation with staff, parents and students.

4.4 Discipline Policy

The principles of restorative justice are embedded in the school's Behaviour Management Policy. These principles include acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships, learning and growing from experience. The policy is regularly communicated to all members of the school community. Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the need to provide a safe and caring learning environment. The policy acknowledges teacher and student rights and responsibilities, and is based on the Gospel teachings of love for self and others. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

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 or from the school's website.

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2017 was a very rewarding year.

Key improvements achieved this year	Key Improvements for next year
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> Created a school-based prayer that was clearly articulated and understood by parents, students and staff. Students participated in faith enriching experiences such as <i>Exuro</i> and <i>Incatate</i>. Staff participated in faith enriching experiences such as Proclaim Lismore Staff and Parish School Spirituality Day. 	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> To permeate Catholic Worldview across Key Learning Areas. To strengthen the connection between school and parish by encouraging weekend Mass participation. To intentionally embed Aboriginal spirituality into the faith life of the school.
<p>Organisation and Co Leadership</p> <ul style="list-style-type: none"> Created a document that outlined the roles of all staff to reflect the changing and dynamic nature of our school. Created a whole school agreed practice document that reflects our commitment to the strategic school improvement plan. Trialled behavioural and emotional strategies such as Traffic Lights and Class Dojos. 	<p>Organisation and Co Leadership</p> <ul style="list-style-type: none"> To work towards a culture of co-leadership based on collaboration, strategic professional learning, mentoring and feedback. This will involve a whole school community approach through the Building Cultural Capacity program.

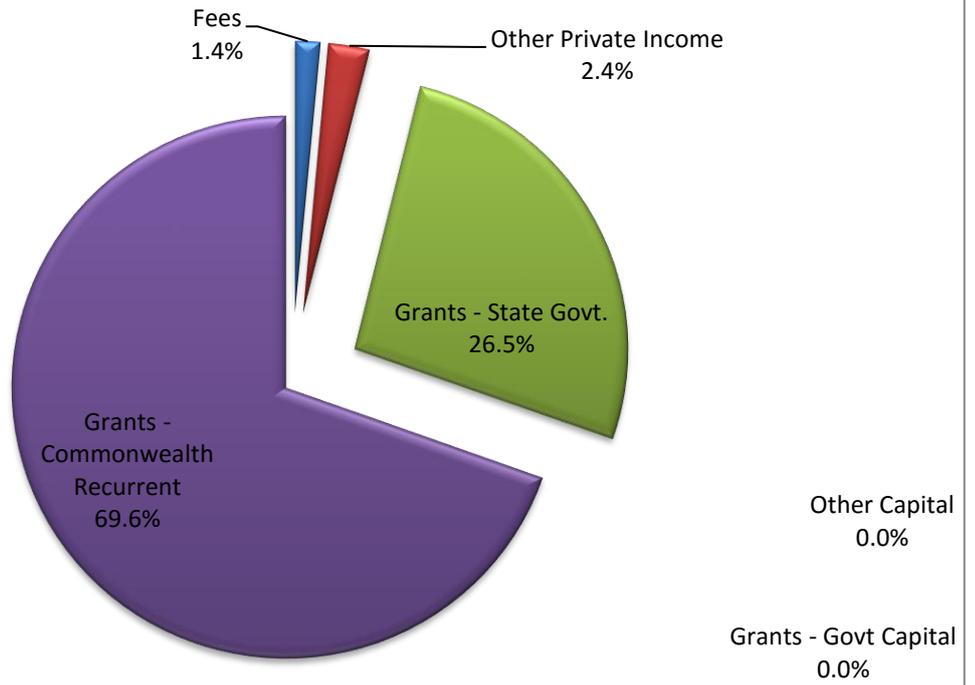
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Renewed and restructured Professional Learning Teams' responses to the students' learning needs. • Worked towards a coaching model and cycles of improvement for leadership and teacher goal setting to develop a culture of self-reflection. • Implemented differentiated mathematics strategies using the Extending Mathematical Understanding program. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • To develop a whole school shared beliefs & understanding around writing. • To consolidate quality differentiation strategies in the mathematics lessons.
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Publicised school events and academic success in the local media and was involved in community events. • Implemented opportunities for parent information sessions. • Strengthened communication between home and school. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • To implement the values and actions of TRUST (Team, Respect, Understanding, Support, Together). • To provide opportunities for parents to participate in school life.

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 2017 is presented below:

2017 INCOME - St Mary's Primary School BOWRAVILLE



2017 EXPENSE - St Mary's Primary School BOWRAVILLE

