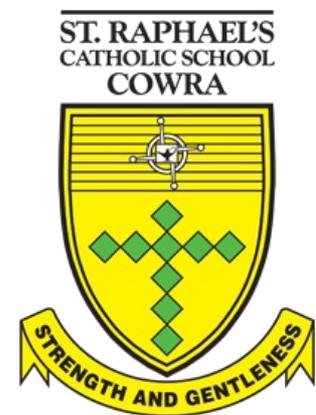


# 2016 Annual School Report to the Community

## St Raphaels Catholic School Cowra

11 Liverpool Street, Cowra 2794  
[straphaels@bth.catholic.edu.au](mailto:straphaels@bth.catholic.edu.au)  
[www.straphaelscowra.catholic.edu.au](http://www.straphaelscowra.catholic.edu.au)  
(02) 63 42 2940

Principal Mr Michael Gallagher



### Principal's Message

Saint Raphael's Catholic School is a K-12 rural school in the Bathurst Diocese, situated at Cowra, a town with a population of 10,000 relying on farming and tourism in the Central West of NSW.

St Raphael's Catholic School is a Catholic, family-centred learning community, built on the Brigidine charism expressed in our motto "Strength and Gentleness". Our emphasis is to discover Jesus in the people we meet and in the ordinary events of everyday life. We set out to discover fun and purpose in learning in a supportive and safe social and physical environment. The close partnership established among home, parish and school enables robust, effective child-rearing and learning.

Mr Michael Gallagher

Principal

### Parish Priest's Message

I am very pleased with the life and activity of St Raphael's Catholic School. While coping well with the demands of everyday issues the school is a vibrant centre of learning. The staff is conscientious and caring and there is a strong educational and pastoral atmosphere in the school.

A conscious effort is made to nurture active links between parish and school through prayer, service, liturgical participation, youth group, school visits and joint projects.

I am happy to add my comments to this annual report.

Fr Laurie Beath

Parish Priest.

### Parent Body Message

St Raphael's Catholic School is a progressive educational hub within the Cowra community, striving to nurture the educational goals of our future leaders. The school has undertaken the mammoth task of expanding into the senior levels to further enhance the educational opportunities of students presently attending the school but to also offer this to the wider Christian community. The principal and school executive are to be highly commended on tackling this expansion of St Raphael's.

The Parents and Friends Association has a strong relationship with the school working collaboratively on enhancing the learning environment. This relationship enables the association to contribute to the entire school community through our fund raising initiatives to assist the students and teachers in developing a caring and sustainable educational centre. The association appreciates the strong working relationship with the school and we look forward to building this bond for the betterment of the students, staff and school.

Damien Stephenson.

President, St Raphael's Parents and Friends Association 2016

### Student Body Message

St Raphael's Catholic School has become a second home for us because we have close ties with our peers as well as with staff members. The security we enjoy is largely due to the care the staff have given us continuously since our Infant years. We look forward with excitement and gratitude to the expansion to Stage 6 because we can keep our close connection with our school through to Year 12.

Senior Student Representatives.

---

## SECTION TWO: SCHOOL FEATURES

---

St Raphaels Catholic School is a Catholic systemic Co-educational School located in Cowra.

St Raphael's has many features which enhance the learning of the students including

- K-12 Catholic rural school
- Strong family and community links
- Professional Learning Community
- Peer Support programme
- Guardian Angel programme
- Behaviour Management Plan
- Computer lab plus Laptops provided and wireless access in every classroom.
- Playing fields, Cricket Nets, courts for Netball, Basketball and Tennis
- Assembly Halls
- Well appointed specialist rooms: Visual Art, Music, Textiles Technology, LOTE (Japanese and French), Science laboratories for Biology and Chemistry / Physics, Timber Technology, Computer Laboratory, covered outdoor learning areas, Exersite, Music / Drama / Dance Performance room, VET Construction facility, VET Hospitality facility

### Student Enrolment

The School caters for students in Kindergarten to Year 12. 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
211	193	5	404

\* Language Background Other than English

### Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

### Student Attendance Rates

The average student attendance rate for 2016 was 90.54%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.85%
Year 1	88.39%
Year 2	90.16%
Year 3	89.42%
Year 4	90.31%
Year 5	87.67%
Year 6	87.77%
Year 7	93.54%
Year 8	91.99%
Year 9	87.23%
Year 10	90.24%
Year 11	93.92%

### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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 Executive Director of Schools (or designated CEDB 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.

### Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2014	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	74%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	0%

### Student Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2016 Graduating Class	0%	0%	0%	0%

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
38	7	45

\* This number includes 28 full-time teachers and 10 part-time teachers.

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

### 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 Sydney. The 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. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

<b>Term 1</b>	Staff Orientation and Induction + Primary Mathematics
<b>Term 2</b>	Staff Retreat with Fr Richard Leonard SJ
<b>Term 3</b>	Nil
<b>Term 4</b>	NAPLAN 2016 Analysis

Extended Staff Meeting time was dedication, in addition to Staff Development Days, to:

Model of Christ Centred Learning (Term 2)

SALT Modules (Term 2)

School Mission / Vision (Term 3)

CPR for all staff (Term 4)

124 days of professional Learning was invested over and above the listed whole staff events.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	39
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

In 2016 our Diocesan Curriculum is “To Know Love and Worship”, including

- *Prayer*: The centre of all our religious teachings is PRAYER. This reinforces our responsibility as religious educators to provide continual opportunities for students to develop their personal faith and relationship with God.
- *Catholic Identity*: Explicitly and implicitly, Religious Education forms an integral part of the total curriculum of the Catholic School. It is broader than the classroom teaching of Religion, and is directed towards the personal and religious development of students.
- *Sacramental Programme*: St. Raphael’s School plays an integral part in the Sacramental programmes of St. Raphael’s Parish. The Sacramental Programme is parish based. The school prepares eligible candidates for the celebration of First Reconciliation (Year 2), First Eucharist (Year 3) and Confirmation (Year 6).
- *Pastoral Care*: Pastoral Care is an integral component to the community of St. Raphael’s school. Showing the face of God, tangibly, to fellow staff members, students and the school community is strongly encouraged.
- *Guardian Angels Program*: Year 6 and Kindergarten participate in a special relationship called “Guardian Angels”. Staff on these grades organise a Year 6 student to support a Kindergarten student for the year.
- *Peer Support Program*: St. Raphael’s has adopted the Peer Support Foundation Program which is funded by the NSW Department of Health. This is a peer led, skills based experiential learning program.
- *Retreats*: Year 11 have the chance of a two day retreat, this year conducted at the Bathurst Goldfields by members of staff. Year 10 students have the opportunity to share in a three day retreat during Semester 1. Students are accompanied by staff members closely associated with the group for that year and the REC (depending on student numbers). The Parish Priest attends the second day to celebrate Reconciliation and Mass with the students that evening. Year 9 participate in a retreat held in Cowra. The day is facilitated by one of the secondary members of staff supported by Year 9 teachers and the REC.
- *Staff Spirituality*: The spiritual wellbeing of all staff members is an important and integral part of the faith development at St. Raphael’s. Weekly staff prayer is undertaken by all staff members. Staff members are encouraged to celebrate parish and school liturgical events. Personal occasions such as weddings, personal achievements, births, family bereavements are also supported. Staff members are encouraged to complete a Post Graduate Certificate in Religious Education through the Australian Catholic University as an ongoing commitment and understanding to the ethos of the Catholic school. A staff retreat is provided by the school - this year by Fr Richard Leonard SJ.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	31.07
Year 8	30.24

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

---

## SECTION SIX: CURRICULUM

---

The school provides an educational program based on, and taught in accordance with the BOSTES 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. In addition, the school implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The school follows the K-10 syllabi produced by the NSW Board of Studies in each of the designated Key Learning Areas (KLAs). The Religious Education Programmes are based on the CEO Bathurst Guidelines.

The KLAs are:

- Religious Education K-10
- English K-10
- Mathematics K-10
- Science and Technology K-6
- Human Society and Its Environment K-10
- Creative Arts K-10
- Personal Development, Health and Physical Education K-10

Key competencies can be an integrating focus for the teaching/learning programmes developed by the school. These key competencies are:

- collect, analyse and organise information
- communicate ideas and information
- plan and organise activities
- work with others and in teams
- use mathematical ideas and techniques
- solve problems
- use technology.

The Education Enrichment department provides remedial support as well as challenge and enrichment.

Co-curricular activities include sport, debating, poetry, chess, music, band, Tournament of Minds, Science and Engineering Challenge and an array of academic competitions.

The School follows the BOSTES syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

Stage 4 & 5 Curriculum

- Religious Education K-10
- English K-10
- Mathematics K-10
- Science 7-10
- Human Society and Its Environment K-10
- Creative Arts K-10
- Personal Development, Health and Physical Education K-10
- Technological and Applied Studies 7-10
- Language Other Than English 7-10 (Japanese)

Electives – specialisation in any three areas of study:

Food Technology, Timber Technology, Commerce, Dance, Visual Art, Music, Textiles Technology, Japanese, French, Information Software Technology, Photographic and Digital Media, Physical Activity and Sports Studies.

Stage 6 Curriculum

- Religious Education: Studies of Religion, Catholic Studies
- English: Advanced English, Standard English, English Studies
- Mathematics: Extension Maths, Mathematics, General Mathematics
- HSIE: Modern History, Ancient History, Legal Studies, Business Studies

- Science: Chemistry, Biology
- PDHPE, Sports Lifestyle & Recreation, Exploring Early Childhood, Community and Family Studies
- Creative & Practical Arts: Music 1, Visual Art
- VET: VET Hospitality, VET Construction

The Education Enrichment department provides remedial support as well as challenge and enrichment.

Co-curricular activities include sport, debating, poetry, chess, music, band, Science and Engineering Challenge and an array of academic competitions.

## SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

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	Grammar and Punctuation	56.00%	53.00%	6.00%	10.00%
	Reading	51.00%	48.00%	14.00%	11.00%
	Writing	56.00%	49.00%	6.00%	6.00%
	Spelling	36.00%	46.00%	14.00%	12.00%
	Numeracy	43.00%	36.00%	6.00%	13.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	26.00%	36.00%	21.00%	15.00%
	Reading	36.00%	35.00%	28.00%	16.00%
	Writing	10.00%	17.00%	21.00%	18.00%
	Spelling	15.00%	30.00%	33.00%	17.00%
	Numeracy	15.00%	28.00%	15.00%	17.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	19.00%	28.00%	31.00%	20.00%
	Reading	12.00%	26.00%	31.00%	17.00%
	Writing	0.00%	16.00%	42.00%	27.00%
	Spelling	23.00%	28.00%	19.00%	18.00%
	Numeracy	27.00%	30.00%	8.00%	15.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	30.00%	16.00%	24.00%	27.00%
	Reading	18.00%	21.00%	21.00%	21.00%
	Writing	3.00%	12.00%	45.00%	38.00%
	Spelling	30.00%	22.00%	24.00%	23.00%
	Numeracy	22.00%	23.00%	22.00%	18.00%

## Higher School Certificate

The results of the School's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

No Year 12 Cohort in 2016

In 2016 the number of students issued with a RoSA	1
---	---

## **Student Welfare Policy**

St Raphael's Catholic School aims to:

- Encourage individuals to strive for excellence
- Educate every individual in a quality learning and supportive environment
- Provide a curriculum inspired by Catholic values which enables students to become confident, lifelong learners
- Promote a strong sense of community, built on Collaborative partnerships between school, home, parish and local community.

St Raphael's Catholic School is a Catholic, family-centred learning community, built on the Brigidine charism expressed as Strength and Gentleness. Our emphasis is to discover Jesus in the people we meet and in the ordinary events of everyday life. We set out to discover fun and purpose in learning in a supportive and safe social and physical environment. The close partnership established between home and school enables robust, effective child-rearing and learning.

No changes to the Student Welfare Policy were made this year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

## **Discipline Policy**

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

## **Discipline Policy**

Pastoral Care is an integral component to the community of St. Raphael's school. Showing the face of God, tangibly, to fellow staff members, students and the school community is strongly encouraged. To this end staff have the opportunity to become a member of the Pastoral Care Committee each year. The full text of the school Student Welfare Policy may be accessed via the School Policies and Procedures Manual at school

Student Welfare Policy extract is also available in the Parent Handbook.

No changes to the Discipline Policy were made this year.

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

## **Anti-Bullying Policy**

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

## **Complaints and Grievances Resolution Policy**

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. 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. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

## **Initiatives Promoting Respect and Responsibility**

The following activities were included in the school calendar to promote respect and responsibility:

- Peer Support: Respect and support for one another and responsibility for one another's wellbeing
- Guardian Angels: Respect and support for one another and responsibility for one another's wellbeing
- Parish based community activities – Healing Masses & Easter liturgies
- Caritas support: Respect and support for one another and responsibility for one another's wellbeing
- Sorry Day: Respect and support for one another and responsibility for one another's wellbeing
- Fathers / Mothers Day hospitality: promoting respect and gratitude
- NAIDOC Week participation: Respect and support for one another and responsibility for one another's wellbeing
- ANZAC day participation: Respect and support for one another and responsibility for one another's wellbeing
- Remembrance Day participation: responsibility to live and promote respect and peace

- Australian Red Cross Blood Donors: promoting social respect and responsibility
- World Peace Day: responsibility to live and promote respect and peace
- Festival of International Understanding: responsibility to live and promote respect and peace

---

## SECTION NINE: QUALITY CATHOLIC EDUCATION

---

The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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 Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

### **Key Improvements Achieved in 2016**

- Stage 6 Curriculum content and Registration
- Collaborative Stage 6 Work Party guiding transition
- Consolidated and extended Fluency homework structure
- Consolidated PAT Maths and Literacy regime
- Consolidated and growing School Leadership structure
- Expand the leadership team and staff to accommodate the transition to Year 12.
- Implement the Secondary Student retreat programme
- Commence the P1 to P4 Maintenance Audit project
- Introduce French as an additional LOTE
- Application of the Stage 6 Curriculum
- Completion of school facilities upgrade

### **Priority Key Improvements for 2017**

- Improved detail and relevance of the School Improvement Plan / School Culture document
- Planning events and Professional Learning in the light of the SIP
- Further explore integration of MCCL, PLC and QCE
- Undertake refreshment of primary and Infants classrooms and office areas
- Bolster the staff induction process
- Investigate the introduction of CSYMA at Stage 5
- Continue to expand the school's Stewardship projects in solar power, water harvesting, vegetating the banks, productive food garden and recycling.
- All staff undertake the Aboriginal Cultural Competence modules
- Embark on PP&D projects with staff member teams
- Consolidate the primary Mathematics programme developed in 2016
- Undertake training on the 22 new Syllabus documents being launched in 2017.

---

## SECTION TEN: PARENT, STUDENT AND TEACHER 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

Parents are open in communicating with the school with comments mainly positive but including a range of areas.

"I like the way teachers are measuring and publicising improvement in learning data because it gives every child the recognition they deserve."

"Would like to have greater serious communication between school and home - not just organisational information."

### Student Satisfaction

Students openly comment upon all aspects of the school and their learning opportunities.

"I like the standards that are expected at St Raph's in learning and conduct."

"The way the teachers look out for me makes me feel safe."

"Sport is fantastic and so is the Canteen."

### Teacher Satisfaction

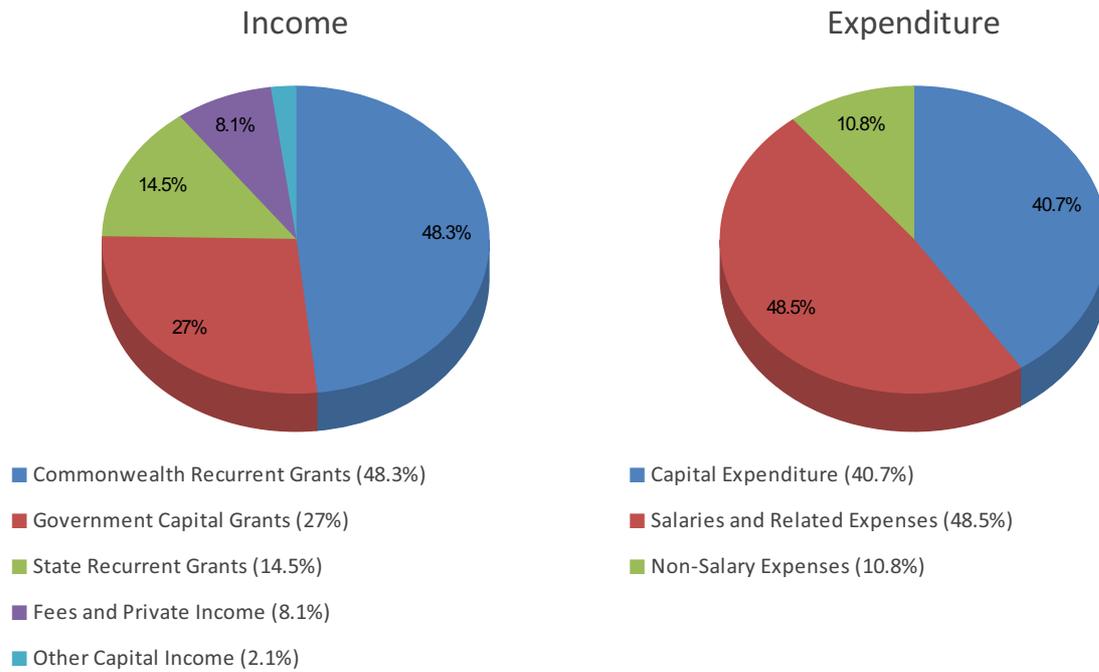
Staff are active in planning and implementing strategic directions and take ownership of the school.

"I am relieved to have the new facilities in operation so everyone can settle down to serious work."

"That children get a hearing is really important to me and my grade partner."

"Small classes allow me to concentrate my efforts on individual learning needs of my children."

"The way the P and F Association is so invested in our playground improvements is brilliant for the children and the environment."



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

**Notes**

1. Commonwealth Recurrent Grants include 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 and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include 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.