

2016 Annual School Report to the Community

Catherine McAuley Primary School Orange

90 Hill Street, Orange 2800
mcauleyorange@bth.catholic.edu.au
www.mcauleyorange.catholic.edu.au
(02) 63 61 3344

Principal Mr Michael Croke



Principal's Message

On behalf of all involved in our school community I am happy to present the 2016 Annual Report which provides information about the school's activities and performance during the past year. The report is presented in tandem with other literature that is presented through the year, especially the weekly school newsletter.

This is the fifth report for this school after the merger of Sacred Heart Infants and St. Joseph's Primary School to become Catherine McAuley Catholic Primary School. Much of the energies of 2016 were with the consolidation of the new school and the completion of a building program.

The enclosed Educational and Financial Report is provided in accordance with The NSW Board of Studies guidelines.

Parish Priest's Message

One of the great traditions of Orange Catholic Schools is the commencement of the school year with a Mass for all those involved in the Orange Catholic Schools. It serves as a focusing of the task ahead - that all the many elements that constitute our educational endeavours are underpinned by the person of Jesus Christ, the mystery of God, and the strength and guidance of the Holy Spirit. We reaffirm that reality for our school community at the opening school Mass.

The Masses and other liturgies that are celebrated during the year make explicit our recognition of our faith in Jesus Christ and our dependence on his grace and love. The values of compassion, courage and hope are witnessed to in many ways by all members of the school community. The challenge for all of us is to be consistent in living out of these values.

While we can learn a lot about God and how God has been particularly revealed by Jesus, the challenge is always to apply what we have learnt in our relationships at home, school, in the workplace, on the sporting field, in all those places we live and interact with one another.

Fr Garry McKeown

St Joseph's & St Mary's Parish, Orange

Parent Body Message

The School has no formal Parent Organisation (meaning executive and meetings etc), however the parent group is very strong in both its social and fundraising activities. Such activities are organised on a grade basis within a yearly schedule. The major fundraising activities include a Monster Raffle and the Melbourne Cup Trifecta.

Student Body Message

We have been involved in many activities through the year. On the social scene we are involved in school discos, welcoming B B Q's and McAuley Day to name but a few events. We hold student cake days to raise funds for charities as well as casual clothes days and Jeans for Genes Day. Educationally we are involved in many excursions in every grade and special KLA fun days. We also have a school band and choir as well as many sporting teams. We run a Peer Support Program and an Anti-Bullying Program. We also have a garden and chess club.

SECTION TWO: SCHOOL FEATURES

Catherine McAuley Primary School is a Catholic systemic Co-Educational School located in Orange.

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The school is a three stream Kindergarten to 6 school which endeavours to teach all Key Learning Areas to a high standard. Educational features of the school include a Music and Drama program complemented by school choirs and bands and school musical production. The school has a comprehensive Special Education Department and designated computer room linked to the internet, as are the classroom computers. The Peer Support Program is a feature of the school's Pastoral Care Policy.

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
267	270	34	537

* 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 93.23%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91.41%
Year 1	92.45%
Year 2	94.80%
Year 3	94.07%
Year 4	92.74%
Year 5	94.23%
Year 6	92.89%

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.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
39	14	53

* This number includes 21 full-time teachers and 18 part-time teachers.

Percentage of staff who are Indigenous	0%
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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:

Term 1	Literacy and Numeracy
Term 2	Staff Retreat
Term 3	Professional Learning Communities
Term 4	Professional Learning Communities

During 2016 many staff were engaged in "one off" professional learning days conducted by the Catholic Education Office. Many of these were around making our school a Professional Learning Community.

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.	32
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.

The school is distinctly Catholic in all ways and carries on the tradition of the De La Salle Brothers and the Sisters of Mercy. The School Mission Statement is displayed in the school foyer. Under the direction of the School Principal and Religious Education Coordinator prayers and liturgies are threaded throughout the school culture. Staff are involved with the staff retreat as well as weekly prayer. As well the school is involved with the Sacraments of the Eucharist, Reconciliation and Confirmation.

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	30.01

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 core subjects taught in the school are English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts, Personal Development Health and Physical Education. The school has a Special Education Department that concentrates mainly on Literacy and Numeracy. The school has a Music and Drama department and an extensive sport program.

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	46.00%	53.00%	8.00%	10.00%
	Reading	53.00%	48.00%	13.00%	11.00%
	Writing	58.00%	49.00%	2.00%	6.00%
	Spelling	46.00%	46.00%	8.00%	12.00%
	Numeracy	35.00%	36.00%	17.00%	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	42.00%	36.00%	9.00%	15.00%
	Reading	40.00%	35.00%	16.00%	16.00%
	Writing	27.00%	17.00%	8.00%	18.00%
	Spelling	31.00%	30.00%	9.00%	17.00%
	Numeracy	29.00%	28.00%	16.00%	17.00%

Student Welfare Policy

We believe children feel secure when they know what is expected of them and what is seen as acceptable behaviour. Children are made aware of the consequences of breaking school rules and conversely children are acknowledged if they uphold the values and rules of the school and give good example.

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

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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

The major orientation of Catherine McAuley Catholic Primary School Discipline Policy is the fostering of self-discipline. School rules are guidelines to promote the Christian development of the whole community. Similarly, discipline must not be viewed as the consequence to failure but rather a process challenging them towards transformation and personal growth.

Affirmation and acknowledgement of positive characteristics displayed by students are essential elements of school discipline.

A whole school approach to Anti-bullying and Resilience Education is undertaken each year. Information is also included in the newsletter so that parents can assist by reinforcing the message we are delivering at school. Throughout 2015 the programme had a positive influence and we look forward to continuing the programme.

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

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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 school is involved in the Peer Support Program, encouraging responsibility and personal respect for all members of the community. The ANZAC Day March and various other citizenship activities provide encouragement for students in their responsibilities as citizens. The St. Vincent De Paul Program is also active in the life of the school.

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

Our major thrust this year has been the continuity of making our school a Professional Learning Community. We have done this in partnership with the Catholic Education Office and Hawker Brownlow. The main thrust of this is for teachers to focus on learning, to be more collaborative in their teaching and to use data to plan and enhance student progress.

Priority Key Improvements for 2017

A major priority in this school next year will be consolidating the learning and play spaces. The priority will be the consolidation of the learning spaces and all that involves. As well, there will be a concentration on external play and passive areas, especially the new areas of Astroturf.

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 have always found the school and staff to be caring and friendly. They are pleased that students are always encouraged and that there is a strong interaction between students and staff. They believe the school has high standards in all areas.

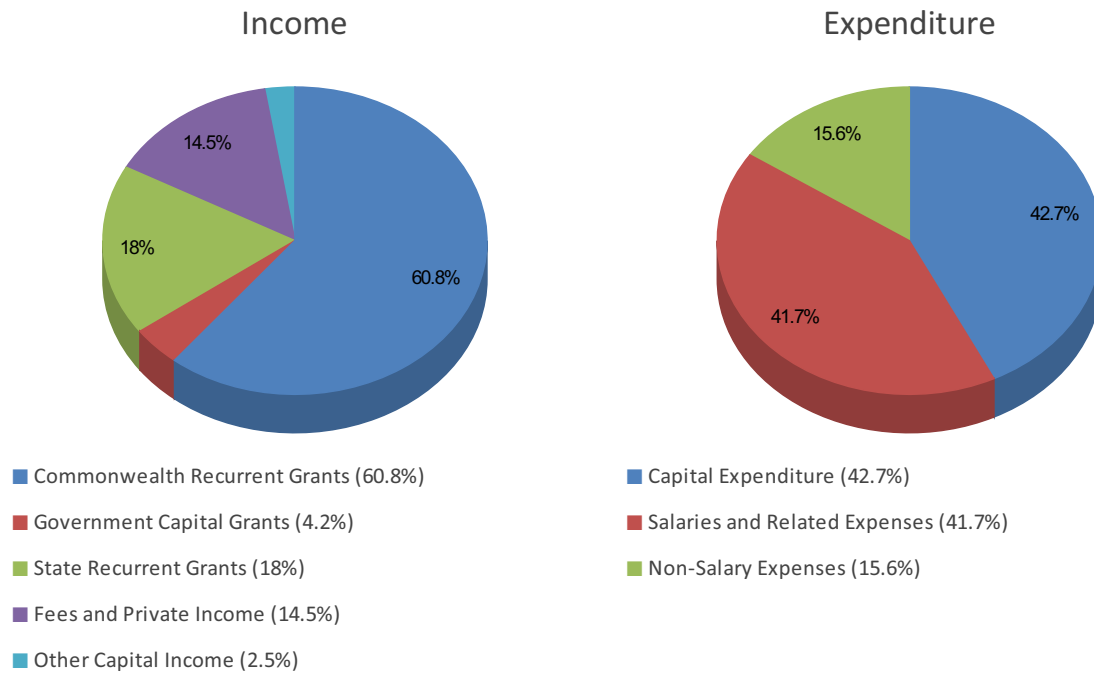
Feedback has been provided by survey and parent meetings as well as anecdotal evidence in various formal and informal meetings.

Student Satisfaction

Students often fill in surveys in class as part of certain KLA procedures. As well they contribute to school newsletters by writing what it is they like about our school. New parents are asked to fill in a form stating the reasons they have chosen the school. They usually indicate it is because of the high opinion of the school gathered from a friend's child. All these indicators show that students are more than happy in the school. They enjoy being part of Catherine McAuley, and recommend it to others.

Teacher Satisfaction

Staff feel they have strong sense of belonging and enjoy being part of a welcoming atmosphere and wonderful working environment. Staff feedback is received by way of regular individual and group meetings.



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.