

2016 Annual School Report to the Community

St Marys Primary School Orange

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Principal Mrs Kerrie Basha



Principal's Message

St Mary's Catholic Primary School, Orange, is registered by the NSW Board of Studies and is part of a recognised system of schools managed by the Catholic Education Office, Bathurst. The following pages constitute a report on the various aspects of the school organisation, programmes, policies and student performances for the 2016 school year. It complements and is supplementary to school newsletters and other regular forms of communication. Your child is God's gift to you and depends on you for formation in a way of life which will lead to an eternal destiny with God. Correct social behaviour and a growth in secular knowledge and skills are not enough. Parents of our school realise this and so have chosen to enrol their child in a Catholic school. Teachers will assist in what parents have commenced at home. They will give instruction and work co-operatively with parents. In our task, we hope to complement the endeavours of parents as the prime educators of their children and always welcome parental involvement. We are most appreciative of the enormous foundation and support that the children of our school have from their homes.

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 in many ways by all members of the school community. The challenge for all of us is to be consistent in living out 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 places we live and interact with one another.

Fr Garry McKeown

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

Parent Body Message

2016 proved to be a productive year for the St Mary's Parents & Friends Association (P&F), which succeeded in developing a strong school community and fostering the relationship between the parents and the school. This was evident at a number of functions including our very first Springfest event, the welcome BBQ, 'Tissues and TimTams' and the family bush dance.

Many events throughout the year raised valuable funds for resources and opportunities for enriching the learning environment of the school including the Easter raffle, Mother's and Father's Day stalls and our Father's Day breakfast.

The enthusiasm and ongoing support of the staff and parents of St Mary's school was pivotal in achieving positive outcomes in 2016. A successful P&F is only possible by the involvement of committed and proactive members, who operate in a world of many constraints balancing family, school and work, however, are task orientated to ensure success. Thank you to our highly effective 2016 Executive Team.

Lisa Miller 2016 P&F President.

Student Body Message

The students at our school support a variety of charities throughout the year including Relay 4 Life, Ronald McDonald House, Caritas, The Missions, The Australian Cancer Council and St Vincent de Paul.

The students also participate in a strong Peer Support Programme. The Yr 6 students are trained through Peer Support Australia and learn how to effectively manage a small group of mixed age and ability of students. This provides a friendly link throughout the school and encourages the self-esteem and catholic values of all. A 'Buddy' system is established early in the year between Yr 6 and Kindergarten students. The buddies often have time together throughout the year for art and craft, for games, parades, reading and provide a support during Mass and other celebrations.

SECTION TWO: SCHOOL FEATURES

St Marys Primary School is a Catholic systemic Co-Educational School located in Orange.

St Mary's Catholic Primary School is a Catholic systemic Co-Educational school located in Orange. It is a two-stream K-6 school with an enrolment of 381 students. Thirty full time and part time staff members are employed at the school. The school was established on its present site on the corner of Park and Byng Streets in 1998, following the closure of the existing school on Bathurst Road. The Sisters of Mercy taught at the original site and have a strong affiliation with the school and parish. The school has modern facilities and is set on a large block of land which is also the site for St Mary's Church. The school has been built in stages. All classrooms are fitted with Interactive Whiteboards, laptops, iPads, printers and hearing systems. The school is involved in a variety of community, parish and diocesan activities and events whilst providing a rich curriculum for the students. St Mary's Catholic Primary School is part of the Diocese of Bathurst Education System, under the direction of Executive Director of Schools, Mrs Jenny Allen, who is appointed by, and responsible to the Bishop of the Bathurst Diocese. Father Garry McKeown, Parish Priest, is the school manager and is consulted on a variety of issues relating to the school.

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
181	204	12	385

* 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 92.05%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.18%
Year 1	94.72%
Year 2	87.93%
Year 3	92.80%
Year 4	92.55%
Year 5	89.71%
Year 6	93.47%

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
24	12	36

* This number includes 11 full-time teachers and 13 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 inservices, 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	Spiritual Formation - Rahamim Ecology Centre
Term 2	Spelling K-6
Term 3	PLC/CCL. Visiting exemplary schools in Sydney.
Term 4	Effective and efficient feedback to students

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific inservices, meetings, conferences and a range of professional learning programmes provided by the Catholic Education Office. The staff are committed to continuously improving their learning/teaching strategies and actively engage in and seek a variety of professional learning activities. Staff attend weekly staff, grade, stage, PLC and/or PLT meetings which also contain professional development.

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.	22
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.

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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	32.45

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 provides an educational programme based on and taught in accordance with the BOSTES syllabuses for Primary Education. 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 in learning and teaching in all curriculum. All Primary classes participate in Public Speaking at school level and against other schools. This year one of our students won the Year 4 category. All students of our school regularly have the opportunity to practise their public speaking skills in a number of arenas.

Lunchtime Chess continues to be popular with our Primary students. This year our Rookie team won their division in the Inter -School Chess Championships whilst Division 1 team were runners-up and Division 2 placed 3rd.

Our school instrumental music programmes continue to move from strength to strength and we continue to enjoy a strong partnership with the experienced tutors from the Orange Regional Conservatorium.

The School Newspaper Editorial group creates free bulletins containing examples of student work, photographs, interviews and other relevant reporting to all the students of our school.

All grades enter into the Orange Eisteddfod, participating in mime, prepared readings, verse speaking and percussion. During 2016, all grade entrants were placed either 1st, 2nd or 3rd in their event. A testament to their outstanding dedication, discipline and enjoyment of the arts.

Students from Yrs 3-6 have the opportunity to participate in external examinations. These academic competitions are conducted throughout Australia with well over 500 000 students taking part. Our 2016 results were:

ENGLISH: 212 students participated: 1 x High Distinction, 9 x Distinction, 25 x Credit and 13 x Merit Awards

MATHEMATICS: 211 students participated: 4 x Distinction, 33 x Credit and 18 x Merit Awards

SPELLING: 16 students participated: 2 x Distinction and 3 x Credit Awards

SCIENCE: 18 students participated: 3 x Distinction, 7 x Credits and 2 x Merit Awards

DIGITAL TECHNOLOGIES: 16 students participated: 1 x Distinction, 6 x Credit and 3 x Merit Awards

We were crowned Southern Region Champion School for both swimming and athletics with individuals competing at PSSA level and a Year 5 student placed 2nd in the Diocesan Christmas Art Competition. Our Year 5 team won the inaugural KWS Multi-segmented Obstacle Course and our team of long distance runners won the School division in the Orange Running Festival. Our senior netball team won the NSWCPSS Champion division and our senior rugby league side won the local Peachey Shield. Our senior boys cricket team played in the T20 NSW/ACT Finals narrowly missing the shield on a count back.

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	57.00%	53.00%	4.00%	10.00%
	Reading	65.00%	48.00%	4.00%	11.00%
	Writing	63.00%	49.00%	2.00%	6.00%
	Spelling	61.00%	46.00%	2.00%	12.00%
	Numeracy	52.00%	36.00%	7.00%	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	47.00%	36.00%	6.00%	15.00%
	Reading	43.00%	35.00%	10.00%	16.00%
	Writing	18.00%	17.00%	12.00%	18.00%
	Spelling	24.00%	30.00%	14.00%	17.00%
	Numeracy	43.00%	28.00%	6.00%	17.00%

Student Welfare Policy

STUDENT WELFARE POLICY: The school community is a caring body of people that follow the ideals of Jesus Christ and the Catholic Church. Pastoral Care is therefore an integral part of the school's life and a major influence on school policy. At our school, the aim is to provide a pastorally caring environment where each child is treated as an individual whose personal well-being is of the utmost importance.

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

The major orientation of the St Mary's 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, punishment 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 weekly newsletter so that parents are informed and can assist by reinforcing the message we are delivering at school. Throughout 2016, the programme had a positive influence and we look forward to continuing the programme, supplementing where necessary.

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

In addition to what is demonstrated and taught in the classrooms, the school maintains a very strong Peer Support Programme. This programme involves all students from Kindergarten to Yr 6.

Staff and students also proudly participate in the local ANZAC Day march and are fully involved in regular Flag raising ceremonies where respect to our Aboriginal heritage and the singing of our National Anthem take place. Students are recognised at our assemblies, within the classroom, website, Facebook page and newsletter with a variety of awards that promote respect, Christian leadership, fair play and responsibility.

Students are also recognised during our annual School Presentation day for their academic success, Christian Leadership, improved efforts and sporting and cultural representations.

During 2016 our students participated in a Sleepout for the Homeless, Sock it to Poverty, Relay for Life, Movember, Safer Routes to School and Give me 5 for Kids.

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

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 always as our focus. Each year the school develops an Annual School Improvement Plan indicating the intended key improvements for student learning outcomes. The school engages in an annual evidence based evaluation of its effectiveness against standards in collaboration with the School Consultant.

With assistance from other areas we continue to develop our school grounds and play areas. During 2016 we started Loose Part Play which encourages problem solving, collaboration and resilience as students play with boxes, pipes, tyres, cloth etc.

We continue to make improvements in our vegetable garden, this year improving the raised beds and moving the fence line for much needed space.

We added more seating to our outdoor area and added more iPads to our school collection. We also installed a network to enable video conferencing.

Priority Key Improvements for 2017

1. As we develop our Professional Learning Community, as a staff, we aim to further enhance our student learning through effective and efficient collaboration. We have successfully implemented strong improvement strategies and after visiting Sydney schools are keen to further enhance our learning strategies and spaces.
2. As a staff we will also continue to successfully implement new areas of the school curriculum, providing rich learning experiences and resources to assist in our delivery of explicit learning.
3. We will further enhance our learnings by ensuring that the Model of Christ Centred Learning underpins all that we do.
4. We will investigate the need to develop our School Mission statement and, with this, further strengthen our Personalised Learning for all.
5. The playground will continue to be a focus as we look to develop imaginative play areas and a watering system for the entire playground.
6. The development of classroom space will continue to be a focus as we strive to provide more contemporary designs of learning spaces to enhance our collaborative learning and personalised learning outcomes.

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

During the year a random sample group of parents were asked to complete a survey indicating their satisfaction in relation to aspects at St Mary's Catholic Primary School. Comments and responses were taken in regards to four key elements. Results were as follows:

1. We are satisfied with the CATHOLIC ETHOS of the school.

Strongly Agree= 85% Agree=15% Disagree=0% Strongly Disagree=0%

2. We are satisfied with the CURRICULUM of the school.

Strongly Agree=60% Agree=20% Disagree=0% Strongly Disagree=0%

3. We are satisfied with the ORGANISATION AND MANAGEMENT of the school.

Strongly Agree=60% Agree=20% Disagree=0% Strongly Disagree=0%

4. We are satisfied with the RESOURCES AND FACILITIES of the school.

Strongly Agree=85% Agree=20% Disagree=0% Strongly Disagree=0%

Student Satisfaction

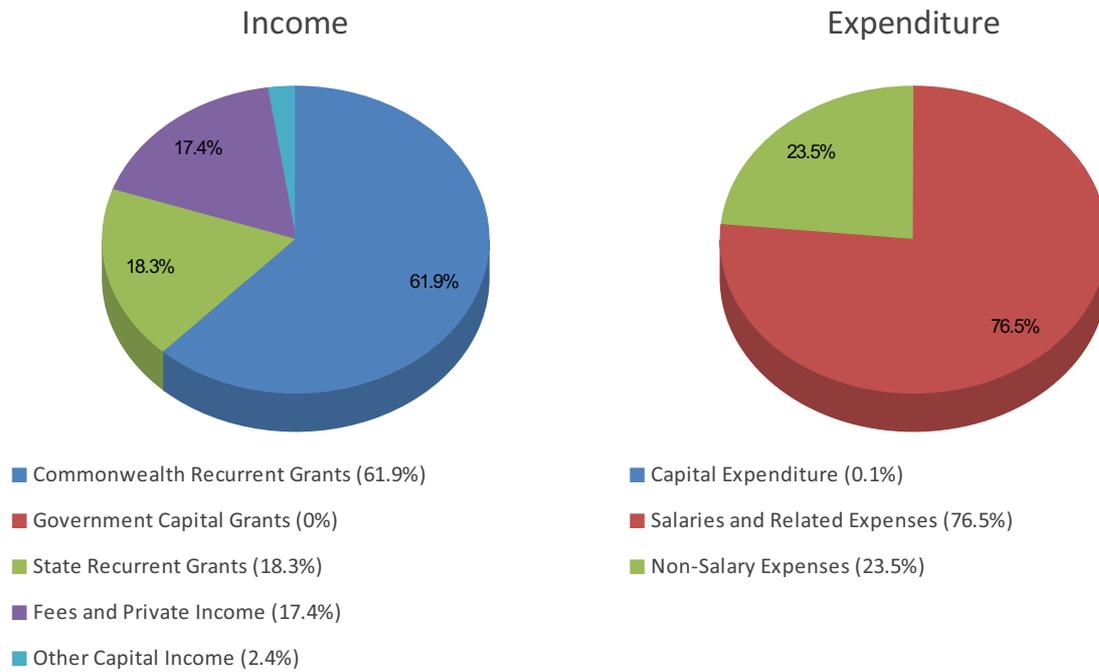
The students have expressed that they are happy here at our school and are proud members of our school community. For those leaving this year, they have agreed that it has been a rewarding seven years of Catholic education. They are able to name many highlights of their time here at St Mary's Catholic Primary School. As a school we believe that we are an extension of the family and aim for all to feel welcome, safe and cared for. This information is evidenced by feedback from parents, staff and students themselves.

Teacher Satisfaction

All staff participated in a School Review, conducted by the Catholic Education Office. This gave the staff an opportunity to participate in a teacher satisfaction survey that was a reflection of the past four years at the school. The responses gathered here helps drive the Annual School Improvement Plan, the Strategic Plan and other planning areas.

As a professional learning community all staff are able to express their concerns/highlights in an atmosphere that is professional, accepting and collaborative.

Staff are very positive about many areas of school life and agree that we offer a supportive Catholic environment and quality educational experiences. They are proud of the significant work they have completed this year and the implementation of new curricula. Excellent student and teacher resources and facilities are appreciated and well utilised.



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.