

St Marys Catholic School Wellington
Annual School Report to the Community
2015



School Contact Details

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Principal

Mr Simon Price

Principal's Message

St Mary's Catholic School proudly caters for students from Kindergarten to Year 10 and promotes a caring, Catholic community within which individuals are encouraged, and given the opportunity, to achieve to their full potential spiritually, socially, academically and physically. The school boasts quality resources, accomplished educators and assumes a high level of learning for all students. These all combine to enable St Mary's to achieve excellent all-round standards.

St Mary's is proud of its tradition of strong family support and parent involvement. Teachers are dedicated, highly qualified and enthusiastic. Students are immersed in extra-curricular activities such as Mock Trial, the Science and Engineering Challenge, Sporting Gala Days, Leadership opportunities, gifted and talented programs and a variety of excursions and retreats. Students are also involved in Eisteddfods and sport representation at local, Diocesan and State levels.

St Mary's Wellington is an implementation school in the Bathurst Diocese for the Positive Behaviour for Learning program (PLB) and is a Professional Learning Community (PLC). Personalised learning is achieved through flexible classes K-10.

Parish Priest's Message

I write in support of the life and experiences offered through education at St Mary's School. An emphasis is given by the staff to the pastoral care of students by the diligence and compassion of the teachers and staff.

Academic standards are reinforced and the parents are happy with their children's overall well-being and enthusiasm for life in the school. Committed members of the Parents and Friends Association continue to plan very successful means to raise money for equipment which adds to the quality of education provided for their children. The leadership offered by the Principal, Mr Simon Price and school staff, motivates them to bring about the best results for the students.

I was happy to hear the outcomes of the major reviewing by the school staff this year of their practices. The consulting of parents and students on areas of school life which are appreciated as being successful, as well as other areas where improvement in practices can be made, has led to a positive and energised atmosphere in the school.

Parish involvement by teachers and students through regular class worship and prayer experiences has helped the faith practice of students and their families.

Parent Body Message

Thank you to ALL of you - the parents and friends who have given up your time throughout the year – from reading groups, canteen, donations,, volunteering as a manager of a sporting group, car pooling students to different events, sporting events, excursions, Book Week, the Easter Hat parade, s or Building St Mary's meetings

The reality is that the learning experiences and projects that have taken place this year could not have happened without a great deal of commitment and support from all of the staff at St Mary's.

I'd like to acknowledging the many projects have also been undertaken this year by the P and F. They have been instrumental in terms of fundraising with initiatives such as Canteen every Friday, the Pie Drive, Mother's Day Stall, Father's day breakfast, BBQ's, Cake stalls at the Rotary Market's, The Hail Mary's Catering Team – and of course our Twilight fete. A TOTAL of - \$21,300 This is truly a real credit to everyone

Our school is full of awesome kids who arrive each day Ready, Willing and Able to Learn Together. Thank you to all of the students for making this school great.

Student Body Message

Maddie Hunt / Jack Broome – Captains 2015.

This year, the SRC has experienced great success. The students have held regular meetings to address the things that the students may want or need in order to improve everyday school life. One of our most recent activities that we have experienced great success in is our active involvement in the 'Building St Mary's' program. We met as a group along with Mrs Jenny Allen and Mr Vincent Connor from the CEO to discuss the condition of the school. After this discussion we acquired many positive comments concerning our maturity in dealing with the matter and the quality of responses that were provided.

The SRC has also showed great commitment

- To school socials that are held once a term.
- The Cancer Council donated \$500
- Captains Maddie Hunt and Jack Broome attended the PBL meetings.
- Purchasing a GO- Pro
- The Student Representative Council is a great aspect of our school that supports many positive learning opportunities for the students at St

Mary's.

As Captains, we are extremely proud of the 2015 SRC committee as they have actively used their voice to make a positive difference. Thank you to Mr Stevens for his guidance.

SECTION TWO: SCHOOL FEATURES

St Marys Catholic School is a Catholic systemic Co-educational School located in Wellington.

St Mary's Catholic school offers a Catholic education for students from Kindergarten to Year 10. The school is in the Wellington parish of St Patrick's. Mercy nuns came to Wellington in 1883. Mercy Day is celebrated at the end of term 3 each year. Community spirit is one of the school's key strengths.

A key feature of the development of the school was the 2015 Building St Mary's consultation process. This involved CEO consultants, staff, students and all parents via an electronic survey and a small team to collate the available data. This formed the basis of both immediate curriculum development and the 2016 Annual School Improvement Plan.

Students belong to a strong community and engage in many Pastoral Programs that are available in larger schools, including Positive Behaviour for Learning, SRC, Kinder Readiness program, NAIDOC activities, Buddy Systems, Mercy Day and Retreats.

The school is supported counsellors from Centacare and Interrelate.

In 2015, the P&F provided a canteen on Fridays and assisted with many school activities including an evening Fete and Film night. Mothers' and Fathers' Day activities and catered for numerous functions as fundraisers. St Mary's greatly values its relationships with its families and encourages them to be 'part of the journey' as their sons and daughters progress through the school. A commitment by the parents to be involved in the education of their children, through participation in the life of the school, brings untold benefits. The support and involvement of parents is very much part of the 'St Mary's spirit'. The active support of a generous Parents and Friends Association has also added a substantial level of financial and personal support to the whole school community. The P&F raised funds for the 2016 canteen upgrade and the purchase of 20 mac computers for student and staff usage.

St Mary's is well-resourced, boasting specialist rooms including: a library; science and computer laboratories; music and art rooms; a woodwork/metalwork technology centre and state-of-the-art hospitality centre. Each room is equipped with information communication technology resources, including interactive whiteboards and has access to wifi enabling the use of ipads in classrooms. The Infant De Prague Hall supports school productions, assemblies, retreats and community and parish events.

Student Enrolment

The School caters for students in Kindergarten to Year 10. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
73	66	5	139

* 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 2015 was 91.02%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90.33%
Year 1	90.50%
Year 2	90.16%
Year 3	91.59%
Year 4	86.64%
Year 5	93.22%
Year 6	95.43%
Year 7	91.47%
Year 8	92.40%
Year 9	84.15%
Year 10	95.37%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. 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 Catholic Schools or designated Catholic Education Office Bathurst 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 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
18	7	25

* This number includes 13 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	5%
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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	Teacher Induction and Annual Planning
Term 2	Restorative Justice hosted by St Mary's - all Wellington Schools involved / Positive Behaviour for Learning
Term 3	Religious Education Staff Retreat - Br Paul Skippen facilitator / QCE – 1.1 Permeation of Catholic Values
Term 4	Professional Learning Communities / Formative Assessment - Dr Dylan Williams.

The focus of 2015 Professional Learning was the development of the school as a Professional Learning Community with staff teams being developed as Professional Learning Teams. This included equipping staff for the Personalised Learning with the continuation of Flexible classes for Primary students in Maths and English and trials in Stage 4.

Staff also continued a review of the school through an ongoing processes called Quality Catholic Education and Building St Mary's. This data informed the School's Annual Improvement Plan.

Workplace Health and Safety training has been a priority.

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.

As articulated through our Vision and Mission Statements, St Mary's Catholic School aims to promote a caring, Catholic community within which individuals are encouraged, and given the opportunity, to achieve their full potential: spiritually, socially, academically and physically.

Pastoral Care expresses the ethos and philosophy of the school. It is reflected through the integration of the religious, academic and social dimensions of the school. It is specifically shown through: our Pastoral Care Policy, PBL Behaviour Management Guidelines, Kindergarten-Year 6 Buddy system, the SRC, awards for Christian Leadership and achievement awards which recognise the gifts and talents of individual students which are presented at assemblies.

The School implements the Diocesan Religious Education Program from Kindergarten to Year Ten. The teaching of Religious Education is based on the teachings of Jesus Christ.

Examples of prayer experiences are: our School Prayer, class prayer throughout the day and at assemblies, prayer focus tables in each room, staff prayer, and prayer before meetings.

The celebration of whole school Masses and Liturgies for special events and on religious feast days is a feature of St Mary's. These include: the Opening of School and Induction of Leaders, Ash Wednesday, Holy Week, celebrating the Resurrection, Mission Week, the feasts of St Patrick, NAIDOC, Mercy Day, Graduation Mass and Masses for Sacramental classes.

In 2015 these included a Retreat for Year Seven and Reflection days for Year Two and Year Three before the reception of the Sacraments of Reconciliation and First Communion. Year 6 and 10 students attended wonderful overnight retreats.

St Mary's was fortunate to have Fr Carl Mackander as our Parish Priest, who has been very generous with his contributions to the school. His involvement includes celebrating Sacraments, Masses and Liturgies, providing guidance to staff and students in the preparation of Masses and Liturgies, attendance at all retreats and reflection days, regular meetings with the Religious Education Coordinator and attendance at P&F meetings.

Our REC, Mr Allan Jones, has graduated with a Grad Certificate of Religious Education and in 2016 will complete his Masters Degree. He attends a two-day conference each year.

Staff attended a staff retreat run by Br Paul Skippen.

Students are provided with activities that raise awareness of social justice issues through fundraising for Project Compassion, Catholic Missions, St Vincent de Paul Society, the sponsorship of a child through in an orphanage in Cambodia and the creation of Christmas hampers for St Vincent de Paul.

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)	
	33.53
	25.75

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.

St Mary's is a multi-stage school that offers a broad curriculum, with a focus on Personalised Learning within the context of flexible class groupings in the core subjects of English and Mathematics from Stages 1 - 3. A student who was age appropriate for Stage 2 but demonstrates readiness for acceleration in their learning, may be studying elements of Mathematics in a Stage 3 group.

In addition to the core subjects of English, Mathematics, Personal Development, Health & Physical Education and Religious Education, the Stage 1 – 3 Curriculum also incorporates courses in Science and Technology, Creative Arts, HSIE and Information and Communication Technology Skills. PE / Sport is taught by a specialist teacher.

In 2015, the Learning Support Department consisted of 4 staff members including teachers, teacher assistants and an Aboriginal Education Worker and was resourced in a dedicated Learning Support classroom. Through teacher referrals and screening processes, students were assessed and Individual Programs were implemented. Teacher assistants played an active role both in classrooms and in the withdrawal for students for intervention programs.

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.

Stages 4 and 5: The Stage 4 and 5 Curriculum places emphasis on the core BOSTES subjects of English, Mathematics, Science, History, Geography and Personal Development, Health and Physical Education. All of these areas are given timetabling allocation that exceeds the minimum NSW Board of Studies requirement. Other curriculum areas in Stages 4 and 5, include the study of the Indonesian Language, Visual Arts, Music and Technology. Religious Education is taught in all years. In Stage 5, 2015, St Mary's was able to offer elective classes for the following courses: PASS, Visual Arts, IST, Industrial Technology and Commerce.

Gifted and Talented students were identified in classes and participated in extra-curricular programs throughout the year; for example Chess, Science and Engineering Challenge and the Mock Trial Competition.

Professional Learning Teams of teachers implemented flexible Learning classes based on Stage 4 (Year 7 and 8) Maths and English. On a weekly basis, students attended classes that may have contained students in either year groups. This provided an ability to provide personalised learning. The success of this has meant that the program will be expanded in 2016 to both Stage 4 and 5 and across more subjects.

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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	61.00%	52.00%	11.00%	11.00%
	Reading	56.00%	48.00%	17.00%	11.00%
	Writing	56.00%	47.00%	11.00%	7.00%
	Spelling	78.00%	41.00%	11.00%	15.00%
	Numeracy	56.00%	34.00%	6.00%	15.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	24.00%	36.00%	24.00%	17.00%
	Reading	24.00%	34.00%	29.00%	18.00%
	Writing	6.00%	19.00%	41.00%	18.00%
	Spelling	53.00%	33.00%	6.00%	15.00%
	Numeracy	29.00%	28.00%	24.00%	16.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	33.00%	29.00%	33.00%	19.00%
	Reading	22.00%	28.00%	11.00%	15.00%
	Writing	11.00%	16.00%	44.00%	29.00%
	Spelling	22.00%	31.00%	22.00%	16.00%
	Numeracy	22.00%	26.00%	11.00%	17.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	13.00%	17.00%	0.00%	29.00%
	Reading	38.00%	21.00%	0.00%	23.00%
	Writing	0.00%	13.00%	50.00%	39.00%
	Spelling	25.00%	24.00%	0.00%	22.00%
	Numeracy	38.00%	24.00%	0.00%	17.00%

In 2015 the number of students issued with a RoSA	9
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Student Welfare Policy

Student Welfare at St Mary's is outlined in the School's Pastoral Care Policy, PBL Behaviour Management Guidelines, Safe School / Anti Bullying and Cyber Safety / Digital Media Policy and Supervision of Students Guidelines.

School policies guide our school in creating a supportive environment. Students are supported in:

- Leadership - School and Sport Captains, the Student Representative Council (SRC), Family group leaders, training days for leadership positions, SRC teacher mentoring and commissioning ceremonies.
- Spiritual growth - prayer, liturgy, retreat days, reflection sessions, preparation for Sacraments, Parish Priest involvement, feast day celebrations and immersing our curriculum in the values of the Gospel.
- Self esteem - affirmation strategies including positive reinforcement, commendations, certificates, awards, public recognition, student displays and public performances, personal development in curriculum programs, motivational talks, Life Education Van and mentoring programs.

Changes to the policy in 2015 include the prohibition of students and parents making negative comments about the school on social media.

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

St Mary's has adopted a behaviour framework called Positive Behaviour for Learning (PBL). The school follows a cycle of defining, teaching, supporting and rewarding expected behaviours. This is embedded into the school Behaviour Management Guidelines. Each term, behaviours are targeted. School-wide, behaviour expectations are taught to all students and tokens / class Dojos are awarded to students "exhibiting" the correct behaviour. At the conclusion of each cycle tokens are placed in a lucky draw and student names are randomly drawn for prizes. St Mary's fundamental behaviours are:

- Be safe; Be Respectful; Be Responsible; Be a Learner

Cyber safety – Cyber Safety / Digital Media Policy is sent home to parents at the beginning of the school year.

This policy is being refined as the behaviour framework is implemented in the school. A new policy was issued in 2015. This reflected the more regular recognition of student positive behaviours and the placing of students on a "level" of behaviour removed.

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.

Initiatives Promoting Respect and Responsibility

Actions taken in 2015 to promote respect and responsibility included:

- Reviewing the Positive Behaviour for Learning Behaviour management Policy.
- Establishing of mentoring programs for students at risk.
- Following Student Leadership procedures including School Captains and Vice Captains, Sports House Captains and class Student Representative Council membership.
- The Commendation System being incorporated into the PLB system and privileges for students displaying respectful and responsible attitudes and behaviour.
- Participation in the ANZAC Day March.
- Support for charities initiated through the Student Representative Council.
- Involvement in sporting teams to promote teamwork and leadership.
- Actively promoting Gospel values at both a whole school and classroom level.
- Participation in a Buddy System involving Year 6 and Kindergarten.

- Year 6, Year 7 and Year 10 Retreats.
- Year 6 Transition Program to High School.
- School Readiness and Transition to School Programs for Kindergarten 2014.
- Participation in NAIDOC activities.
- Year 5 and 9 Leadership days.
- Attending the Primary/Secondary 'Young Leaders Days' in Sydney.

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 2015

A review process at the end of 2013 called Strengthening St Mary's provided the fundamental goals for the school in 2015 and 2016. This year, in particular, St Mary's:

- reinforced the focus on student's learning through the commitment to Professional Learning Teams and Professional Learning Community structures by all staff. This included the continuation of full time flexible Learning Groups in Mathematics and English in Kinder – Year 6 with a weekly trials in Years 7 and 8.
- implementation of changes to the framework - Positive Behaviour for Learning. This provided a momentum for a continuation of the framework.
- continue to extend the Australian Curriculum to Mathematics in Primary and Years 8 and 10 in Secondary (English, Mathematics, Science and History)
- develop best practice strategies for ICT in the teaching and learning process. Ipad access was provided for classrooms and 20 Mac computers were purchased by the P&F to keep hardware contemporary.
- commit to engaging with external partnerships within the Wellington community. St Mary's lead the establishment of Restorative Justice practices across all Wellington schools.

Priority Key Improvements for 2016

- Maintain and develop the schools marketing, promotion and public relations activities. A school Facebook page will be developed to complement the school website and APP.
- An Early Learning program will operate one day a week for terms 2-4 for pre-schoolers.
- The success of the flexible learning groups in 2015 has provided the impetus for an expansion of personalised learning K – 10. Secondary classes will be Stage based and English taught across stages 3 and 4 (Years 5 – 8).
- SMART goals will be implemented to provide a strong focus for students learning. Secondary students will have a Learning Plus lesson each week.
- A Resilience / Mindfulness program called Rock and water will be implemented in Stages 2-5.

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

This year the school again underwent a full review of its structures and worked on building a positive way forward – the process was called Building St Mary's and involved extensive parent, student and staff input. The focus group that has been collating the input from staff, students and parents / carers has finalized its report and it was mailed to all families at the end of 2015. This has been an excellent process and will provide a firm roadmap for the future directions of St Mary's and assist us face the challenges of educating students in an environment focused on Learning in a Catholic environment. The school priorities for 2016 outlined above followed from this review.

Student Satisfaction

Student feedback was obtained primarily through class representatives who provided data through the Building St Mary's online survey and a highly functional SRC which attended a consultation meeting with Executive Director of Schools Mrs Jenny Allen. In general, student leaders showed a higher level of satisfaction of the school. Of particular note was the desire to emphasize the Catholic nature of the school through more frequent class Masses.

Student membership of the PBL committee and consultation with the SRC provided input into a significant development of the school's behaviour framework.

Teacher Satisfaction

Promoting the Staff feedback and consultation was achieved through the Quality Catholic Education process which enables a structured review of the many facets of school environments over a five year cycle.

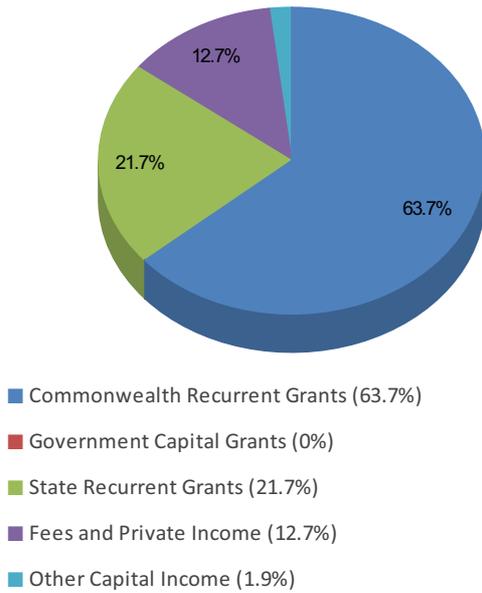
Teacher satisfaction data was also obtained through Goal Setting interviews with the Principal during term 3 and the completion of the Staff version of the Building St Mary's consultation process.

The results of this consultation then form the basis of the School's Annual Improvement Plan in which staff have input into the draft document. Regular input is also gained through anecdotal evidence.

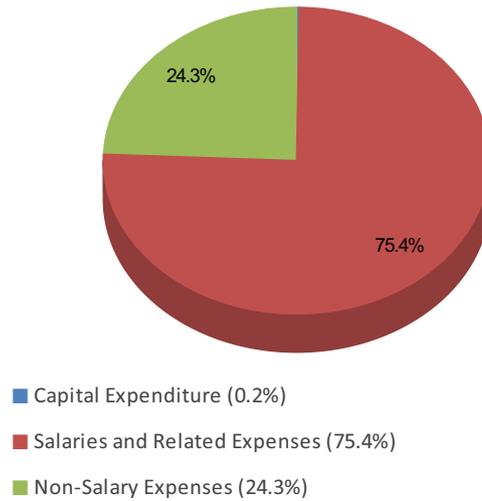
Staff identified the following areas for development in 2016:

- Creating a positive dialogue with the community with regard to the many learning and extra-curricular opportunities in the school.
- Promoting the Enhanced Personalised Learning potential for students at St Mary's
- Focusing on student behaviour and implementing discipline and welfare issues consistently in line with the School Wide Positive Behaviour Guidelines
- Investigating and implementation on a Stage 6 School Based Apprenticeships / Traineeships section of the school.

Income



Expenditure



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.