

St Mary's Catholic School K-10 Wellington
Annual School Educational and Financial Report
2013



ABOUT THIS REPORT

St Mary's Catholic School Wellington is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Improvement Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2014 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on (02) 6845 1822 or by visiting the website at www.stmaryswell.org.au.

PRINCIPAL'S MESSAGE

St Mary's Catholic School proudly caters for students from Kindergarten to Year 10. The school, part of the Bathurst Catholic Diocese, is situated in Wellington, a community-focused town in the Central West of New South Wales. St Mary's 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 Kindergarten to Year 10 curriculum concentrates on the core subjects and the Bathurst Diocesan Religious Education Program. An active and vibrant Learning Support department develops and implements specialised programs to support the individual needs of students.

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; a new language centre and state-of-the-art hospitality centre. Each room is equipped with information communication technology resources, including interactive whiteboards. The Infant De Prague Hall supports school productions, assemblies, retreats and community and parish events. St Mary's is proud of its tradition of very 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 many excursions and retreats. Students are also involved in Eisteddfods, School Orchestra and sport representation at Diocesan and state levels. St Mary's Wellington is an implementation school in the Bathurst Diocese for the Schoolwide Positive Behaviour for Learning program. St Mary's cares for students in a special personal and family atmosphere. It boasts quality resources, accomplished educators and sets high academic expectations for students. These all combine to enable St Mary's to achieve excellent all-round standards.

Mr Simon Price
Principal.

PARISH PRIEST'S MESSAGE

The Principal Mr Simon Price and staff are to be thanked for all they do to provide a good education to enable students to grow as mature people during their time at St Mary's 2013. During 2013 there were fine and wonderful achievements in many areas of school life. Bishop Michael McKenna, during his visit to the school was impressed by the garden, community spirit and particularly the leadership demonstrated by the senior students.

The P&F have always done great work in fundraising and the 2013 fete was great evidence of their solid commitment. At times there are problems and disappointments, however, I encourage all that our goal should always be to persevere and concentrate on making St Mary's a better school. The school enriches students with a Christian faith experience. There is ample evidence of the goodness of God at work in our school community.

Fr Tony Hennessy
Parish Priest.

MESSAGE FROM PARENTS and FRIENDS ASSOCIATION

St Mary's Parents and Friends Association continues to hold a vital role within our school and parish working together to support the opinions and ideas of all parents and friends.

This year we have worked together as a team to achieve growth and community spirit for everyone associated in our community. We remain firm in our commitment to participate in the spiritual, intellectual, social and physical growth of all our children.

As always our main focus is working towards the happiness and well-being of all students here at St Mary's and we have achieved that by:

- Providing a one day a week canteen with lunch orders and other goodies for purchase
- Supporting spiritual development with donations and charity on feast days
- Catering at events (Field day at Glenwood and the Miller wedding)
- Holding the bi-annual school Fete which raised approximately \$18000
- Raising a total of \$44000 enabling the purchase of 20 iMacs, 4 MacBook's, 4 iPad's, a lawn mower, outdoor furniture and school security system.

We as a P&F look forward to the future, achieving ideas that will bring benefit not only to our school and the community but also most importantly to the children.

Mr Rod Irwin
President.

SRC REPORT

During 2013 the Student Representative Council organized a variety of events and activities such as:

- Primary & Secondary socials
- Reward Day (End of Year Level 8 Excursion)
- Easter Raffle
- SPB4L Reward Prizes

Primary & Secondary Socials

Every term, the Primary and Secondary have their socials run by the Student Representative Council. This includes creating a playlist of appropriate music, organizing activities and games (mainly at the Primary social) as well as organizing the retail of beverages and snacks. The Student Representative Council uses all profits made from the socials too improve the school community.

End of Year Level 8 Excursion

Every year, students who display exemplary behaviour and reach Level 8 on the Behavioural Management Guidelines, are rewarded with an excursion at the end of the school year. This year, the Student Representative Council decided to change the excursion with new activities. With a new excursion to work towards, students strived to achieve to reach higher behaviour levels, therefore improving the overall behaviour of all students.

Easter Raffle

The Student Representative Council holds a major Easter Raffle every year. With a variety of wonderful donated prizes, we are able to spark interest in students to buy raffle tickets. Leading up to the raffle draw, each member of the Student Representative Council walks around the playground selling raffle tickets to the students & teachers. This has become one of the major traditions of St. Mary's Catholic School, and is enjoyed by the many winners of prizes. The profit made from the raffle goes towards the budget of the Student Representative Council.

SPB4L Prizes

St. Mary's Catholic School participates in SPB4L. This results in more positive behaviour within our school community. When students show safe, respectful, responsible, learning behaviour, they are

rewarded with a coloured token. These coloured tokens are used as tickets in a fortnightly drawn raffle and prizes are selected by the Student Representative Council. The Student Representative Council purchase appropriate prizes that capture the interest of the students who display positive behaviour.

The Student Representative Council strive to improve our school community by encouraging positive behaviour, maintaining school equipment and organizing fundraisers and events, which creates a welcoming and positive learning environment for all students.

Sam Hunt / Bridgette Birbiles

CATHOLIC IDENTITY

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.

In 2013 St Mary's Catholicity was promoted through the following avenues:

Pastoral Care

This 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, Behaviour Management Guidelines, Peer Support programs running from Kindergarten to Year Ten (with leaders from Year Six and Year Nine/Ten), 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. Schoolwide Positive Behaviour for Learning framework (SPB₄L) is the main channel for teaching and reinforcing student welfare programs and was a pilot school in the Bathurst Diocese for its implementation.

The Religious Education Program

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. This enables students to develop knowledge, skills, attitudes and values so they can become faith-filled people and active and informed members of the Church and society. Religious Education permeates every area of school life.

Prayer

The prayer focus in the foyer of the school features a cross, created by our Aboriginal Education Worker, Ms Denise Kelly, and reflects our Aboriginal history. Examples of prayer experiences are: our School Prayer, class prayer throughout the day and at assemblies, prayer focus tables in each room, staff prayer, prayer before meetings and the teaching of specific formal Catholic prayers in every grade.

Liturgy

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, the Assumption, Mercy Day, celebration of class and sectional Masses, Graduation Mass and Masses for Sacramental classes. Student involvement in Parish Masses is encouraged.

Retreats/Reflection Days

The School provides retreats and reflection days for a variety of year groups. In 2013 these included a Retreat for Year Seven and Reflection days for Year Three and Year Six before the reception of the Sacraments of Confirmation and First Communion. Year 10 students attended a wonderful retreat. The Year 6 Christian Living Camp was held at lake Burrendong with St Raphael's Cowra.

Partnership with Parish Priest

St Mary's was fortunate to have Fr Tony Hennessy as our Parish Priest, who has been very generous with his contributions to the school. His involvement includes celebrating 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.

Sacramental Program

The School, in conjunction with the Parish Priest, organises, prepares and delivers the Sacramental programs for Confirmation, First Holy Communion, and Penance. This includes organising: parent meetings, enrolment in the sacraments, home links, catering for parish candidates from the wider community, the liturgy for the celebration of the sacrament, Mass booklets and reflection days.

Professional Development

The REC attends a two-day conference each year. Staff attendance at In-Service days throughout the year (as offered by the Diocese) is encouraged. Professional reading and appropriate websites are continually disseminated to the staff by the REC and Parish Priest.

Social Justice Activities

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.

SCHOOL FEATURES

St Mary's Catholic school offers a Catholic education for students from Kindergarten to Year 10. The school is primarily a single-stream school in both the Primary and Secondary section.

Enrolment statistics for August 2013

Classification	Number
Total Enrolment	212
Primary (K-6)	135
Secondary (7 – 10)	80
Aboriginal / Torres Strait Is.	28
Students with Disabilities	17

Community spirit is one of the school's key strengths. Students are able to belong to a strong community and engage in many Pastoral Programs that are available in larger schools, including SPB4L, SRC, Orientation days, NAIDOC activities, Buddy Systems, Mercy Day and Retreats. In 2013 the P&F organised a very successful Fete, provided a canteen on Fridays and assisted with many school activities. A number of community grants were obtained for sport and a school Vegetable and Bush Tucker Garden was funded by a number of Environmental grants. The school held a consultation program with the families of Aboriginal students and a full school consultation process entitled Strengthening St Mary's. This provided the basis of a renewal program and strategies to be focused on in the schools Annual School Improvement Plan.

School Profile

The mission of St Mary's is to promote a caring, Catholic community within which individuals are encouraged, and given the opportunity, to achieve to their full potential: spiritually, socially, academically and physically.

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 son or daughter, 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.

ENROLMENT POLICIES AND PROFILES

Prerequisites and Criteria for Enrolment and Continuing Enrolment

In the consideration of applications for enrolment, the present and anticipated future limitations on the resources of the school are considered. Preference is then given in accordance with the guidelines below.

1. The child applying for enrolment is a Baptised Catholic whose parents or guardians are actively involved in St Patrick's Parish or another Catholic Parish.
2. The child applying for enrolment is a Baptised Catholic.
3. The child applying for enrolment has a sibling already enrolled at St Mary's Catholic School.
4. The child applying for enrolment is not of the Catholic faith, but the parents or guardians are actively involved in another faith and would like the child to learn about the Catholic Christian view of life and in a Catholic atmosphere.
5. The child applying for enrolment is not of the Catholic Faith, but the parents or guardians would like the child to learn about the Catholic Christian view of life and in a Catholic atmosphere.

Please note:

- Advertisements calling for enrolments with an enrolment closing date must be promptly attended to, so as to avoid disappointment.
- Completion of an Application for Enrolment Form does not automatically guarantee enrolment.
- For a child applying for enrolment in higher grades than Kindergarten, the Principal is to be satisfied that the child is of good character before applying the above guidelines.
- Children may not be enrolled if they have been expelled or suspended from another school, have a criminal record, or have a poor history of continued behavioural problems.
- Previous schools will be contacted during the enrolment process for all children.
- All prospective enrolments are discussed between the Principal and the Parish Priest.
- The enrolment of a child not covered by the above criteria and guidelines is at the discretion of the Principal, after consultation with the Parish Priest.
- All parents and guardians enrolling children at St Mary's School undertake to pay the specified School Fees and to contribute, where possible, in some way to School activities. The families are expected to be sympathetic to, and supportive of, the Catholic Faith and the philosophy of the Catholic School.

A full copy of the Enrolment Policy and enrolment applications is available from the school office and are on the school website.

There were no changes made to the enrolment policies during the year.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

<i>Year Group</i>	<i>Attendance Rate</i>	<i>Year Group</i>	<i>Attendance Rate</i>
7	90.85	1	93.56
8	88.45	2	91.25
9	91.89	3	94.48
10	94.29	4	95.68
		5	94.97
		6	95.47
Whole School	92.96		

Monitoring Attendance/Absence

1. During term 2 2013 a computerised Roll marking system was implemented. As the use of the program develops the ability of the school to track students and provide immediate follow up on unexplained absences, attendance will improve.
2. Class Teachers (Primary) and Homeroom Teachers (Secondary) are to follow-up on absences, including partial absences, by requiring notification from the parent(s)/guardian(s) to explain the reasons for absences. A record of each notification is to be kept with the Class Roll.
3. Teachers should follow-up by (progressively doing the following):
 - Verbally requesting the student provide the note from the parent/guardian and/or
 - Writing a request in the student's homework diary for the parent to provide the school with the note.
 - Using a school pro forma letter requesting the explanation of absence or contacting the parent by telephone to request the explanation of absence.
 - Informing the Assistant Principal of the failure of the above methods so that further follow-up can occur.
4. Written communication with parents re unsatisfactory attendance is to be placed in a student's file.
5. The implementation of absence notes being submitted by email and a new school app will be introduced in 2014.

POST SCHOOL DESTINATIONS

Post school destinations

In 2013 there were 12 students who completed Year 10. All but one student enrolled in Year 11 at the following schools, St John's College Dubbo, St Stanislaus College, Wellington High School or TAFE. One student gained employment as an apprentice.

Post School Destination	% of Students
Entered workforce	0
Further Study	100
Destination is unknown	0

SCHOOL CURRICULUM

St Mary's is a multi-stage school that offers a broad curriculum, with a focus on the core subjects.

Stages 1 - 3

In addition to the core subjects of English (incorporating grammar, spelling, writing, reading and journaling), Mathematics, Personal Development, Health & Physical Education, and Religious Education, the Stage 1 – 3 Curriculum also incorporates courses in Science, Visual Arts, Drama, Dance, HSIE, Information and Communication Technology Skills. PE / Sport is taught by a specialist teacher.

Stages 4 & 5

The Stage 4 & 5 Curriculum also places emphasis on the core Board of Studies subjects of English, Mathematics, Science, History, Geography and Personal Development, Health and Physical Education. All of these areas are given more timetabling allocation than the minimum NSW Board of Studies requirement, as shown in the table below.

Table 1: Timetabling Allocation

Subject	BOS requirement/ St Mary's	Subject	BOS requirement/ St Mary's
English	400 hrs SM 628 hrs	Science	400 hrs SM 601 hrs
Mathematics	400 hrs SM 628 hrs	PD/H/PE Inc Activities 7 - 10	300 hrs SM 437 hrs
Elective 1	200 hrs 218 hrs	Australian History Stage 5	100 hrs SM 150 hrs
Elective 2	200 hrs 218 hrs	Australian Geography Stage 5	100 hrs SM 150 hrs
Religious Education	SM 424 hrs		
Geography Stage 4	100 hrs SM 125 hrs	History Stage 4	100 hrs SM 125 hrs
Music	100 hrs SM 106 hrs	Technology Mandatory	200 hrs SM 273 hrs
Visual Arts	100 hrs SM 112 hrs	Language (Indonesian)	100 hrs SM 109 hrs

The table above also shows the other curriculum areas in Stages 4 and 5, including the study of the Indonesian Language, Visual Arts, Music and Technology. Religious Education is taught in all years.

In Stage 5, 2013, St Mary's was able to offer elective classes for the following courses: PASS, Visual Arts, Industrial Technology, Hospitality (VET), elective History and Drama.

Learning Support

In 2013, the Learning Support Department consisted of 6 staff members including teachers, teacher assistants and Aboriginal Education Workers and was resourced in a dedicated Learning Support classroom. Through teacher referrals and department identification, students were assessed and Individual Programs were implemented. Teacher assistants played an active role both in and out of the classroom.

Gifted and Talented

Gifted and talented students were identified in classes and participated in extra-curricular programs throughout the year, for example Chess, Science and Engineering Challenge, CEO Gifted & Talented Days and the Mock Trial Competition. A teacher was provided with release time to coordinate G&T programs.

Co-curricular Programs

In 2013, St Mary's offered a variety of co-curricular programs that included: Mock Trial, Debating and Public Speaking, Science and Engineering Challenge, Quinn Cup Sporting Days, Maths Olympiad, Chess competitions, Sports Carnivals (swimming, athletics & cross country), Equestrian, Wellington Eisteddfod and Diocesan Bands Days. The Macquarie Conservatorium of Music supported a School band and provided private lessons during school hours to a number of students.

Community Service Activities

In 2013, our school was involved in the following community service areas: St Vincent De Paul Appeals, Maranatha Aged Care and Dementia Facility visits, support for various charities from the Student Representative Council.

STUDENT PERFORMANCE IN THE NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)

Literacy and Numeracy

Students in Years 3, 5, 7 and 9 around Australia sat the National Assessment Program- Literacy and Numeracy (NAPLAN) Tests in May 2013. Individual student reports were provided in September 2013. Analysis of these results assists the school in planning and is used to support teaching and learning programs.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9.

Points to note are:

- In Year 3 students placed in Band 1 are below national minimum standard. Students in band 2 are achieving national minimum standard and students in bands 3 and 4 are "at proficiency"
- In Year 5 students placed in Band 3 are below national minimum standard. Students in band 4 are achieving national minimum standard and students in bands 5 and 6 are "at proficiency"
- In Year 7 students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 8 and 9 are at "proficiency".
- In Year 9 students in Band 5 are achieving below the national minimum standard. Students in band 6 are achieving at the national minimum standard. Students in Bands 9 and 10 are "at proficiency".

• **Band Distribution (%) - YEAR 3**

	Band	1	2	3	4	5	6	% at/above National Minimum
Reading	School	0	10	44	16	11	22	100
	Diocese	2	7	17	25	21	27	98
	State	3	10	16	25	19	28	97
Writing	School	0	6	50	33	6	0	100
	Diocese	1	5	16	27	39	12	99
	State	2	6	15	23	37	17	98
Spelling	School	11	17	22	22	17	11.1	89
	Diocese	3	6	20	27	24	21	97
	State	4	6	18	23	24	25	96
Grammar/Punctuation	School	0	28	22	22	22	6	100
	Diocese	2	7	14	22	27	28	98
	State	3	8	14	21	24	31	97
Numeracy	School	0	17	39	17	28	0	100
	Diocese	1	6	19	33	31	10	99
	State	3	8	22	29	25	14	97

- Students were predominantly represented in Band 3 with some supporting representation in Bands 2 and 4. Grammar and punctuation is an identified area for consolidation and explicit teaching programs have been implemented in 2014 to support this area. There are limited numbers of students achieving Band 6. English and Numeracy groups that cater for individual needs have been implemented in 2014 to further support and extend the basic skills of our more capable students.

• **Band Distribution (%) - YEAR 5**

	Band	3	4	5	6	7	8	% at/above National Minimum
Reading	School	9	9	14	32	27	15	91
	Diocese	1	8	23	32	25	13	99
	State	2	9	23	29	22	15	98
Writing	School	5	19	39	32	14	0	95
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Spelling	School	9	14	32	14	27	5	91
	Diocese	4	7	25	33	23	8	96
	State	5	8	21	27	25	13	95
Grammar/Punctuation	School	5	14	32	14	27	18	95
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Numeracy	School	5	14	19	33	14	14	95
	Diocese	2	12	30	32	15	9	98
	State	5	15	26	26	13	15	95

- Students were predominantly represented in Bands 6 & 7 with some supporting representation in Bands 4 and 7. Grammar and punctuation and writing are identified areas for consolidation and explicit teaching programs have been implemented in 2014 to support these areas. There are limited numbers of students achieving Band 6. English and Numeracy groups that cater for individual needs have been implemented in 2014 to further support and extend the basic skills of our more capable students.

• **Band Distribution (%) - YEAR 7**

	Band	4(-)	5	6	7	8	9(+)	%at/above National Minimum
Reading	School	4	21	21	29	17	8	94
	Diocese	3	11	26	32	22	7	97
	State	5	14	25	25	20	11	95
Writing	School	13	17	17	38	17	0	87
	Diocese	4	19	31	28	15	3	96
	State	9	21	28	22	15	6	91
Spelling	School	13	8	29	29	13	8	87
	Diocese	4	8	19	38	24	8	96
	State	5	8	19	30	24	13	95
Grammar/Punctuation	School	21	13	21	17	29	0	79
	Diocese	6	10	22	29	22	11	94
	State	10	13	20	22	19	15	90
Numeracy	School	4	8	29	33	21	4	96
	Diocese	2	11	29	32	19	8	98
	State	3	16	25	25	16	15	97

- The weighting of students in the lower bands reflects the number of students with disabilities who receive intervention through Literacy programs such as Mini-lit. The discrepancy in results in the Literacy areas will be the focus of a K-10 Literacy Plan in 2014. Mathematics reflects the strengthening of the structure of Primary Mathematics over a number of years.

• **Band Distribution (%) - YEAR 9**

	Band	5	6	7	8	9	10	%at/above National Minimum
Reading	School	0	32	37	11	22	0	100
	Diocese	3	12	30	28	22	5	97
	State	5	17	27	27	19	6	95
Writing	School	21	26	16	16	16	5	79
	Diocese	11	19	24	23	13	9	89
	State	18	19	21	23	11	8	82
Spelling	School	5	21	32	32	5	5	95
	Diocese	4	9	28	34	14	10	96
	State	6	11	27	32	15	10	94
Grammar/Punctuation	School	16	26	37	11	11	0	84
	Diocese	8	15	26	26	15	10	92
	State	11	15	29	23	12	10	89
Numeracy	School	21	21	37	16	0	5	79
	Diocese	4	13	30	28	15	11	96
	State	8	17	24	20	14	16	92

- The weighting of students in the lower bands reflects the number of students with disabilities who received intervention through Literacy programs such as Mini-lit. The discrepancy in results in the Literacy areas will be the focus of a K-10 Literacy Plan in 2014. Mathematics reflects the strengthening of the structure of Primary Mathematics over a number of years.

Record of School Achievement (RoSA)

- In 2011 the NSW Minister announced that School Certificate tests would not continue beyond that year. From 2012 eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. Eligible students are able to apply for the RoSA when leaving school. In students requested and were awarded a RoSA.

	Results Summary 2013 (%)				
Subject	A	B	C	D	E
Religious Education	33	25	8	8	25
English	17	25	42	8	0
Mathematics	17	42	17	25	0
Science	8	25	50	17	0
History	17	8	58	17	0
Geography	25	25	42	16	0
PDHPE	33	33	33	0	0
IST 100	100				
PASS 100		67	33		
Wood Technology 100				100	
ART 200	50	25	25		
Wood Technology	33	33	33		
Elective Hist 200	100				
PASS 200		100			

The Year 10 cohort for 2013, were able to achieve a creditable set of results. Of particular importance was the ability of staff to facilitate students achieving a skew of results above state averages in a number of subjects.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

The focus of the Annual School Plan and Professional Development at St Mary's was the introduction of Leadership training, Literacy and Numeracy programs across the school, up-skilling teachers in regard to ICT and continued implementation of the School Wide Positive Behaviour for Learning framework. Extensive Literacy in-services were provided in Reading to Learn, DIBELS and Mini-lit and Multi-lit. These in-services provided an impetus to the school's plan to improve areas identified in the national testing.

Leadership training was also undertaken by the School Executive, who attended a Teachers Matter Conference, in the summer school holidays, Quality Catholic Education courses and through the CEO Principals' Conferences. The school executive met once a term for Executive planning days and completed a Courageous Conversations Course facilitated by Michelle Mulvhill.

The Learning Support Coordinator and her team attended courses designed to address the needs of students with disabilities, Numeracy and Literacy needs.

St Mary's held a number of Staff Development days and Extended Staff Meetings. Topics covered were:

- CEO Child Protection and Employment Policies
- Heal for Life – "Responses to Abuse"
- Schoolwide Positive Behaviour for Learning
- Quality Catholic Education
- WHS e-learning modules and a First Aid update
- Literacy – NAPLAN evaluation
- ICT – web2 tools and CEO Share-cloud facilities.

St Mary's involvement in the Empowering Local Schools program allowed the introduction of Professional Learning Communities focused on Quality Teaching and the Institute of Teaching Standards. The Principal also contributed to the CEO Leadership Framework.

Secondary Teachers were funded by the CEO to work in Diocesan teams, to develop programs for the 2014 implementation of the National Curriculum.

The total number of days in professional learning activities for 2013 was 200.

Teacher Standards

The NSW government requires that this report detail the number of teachers in each of the following categories:

Teacher Qualifications	Number of Teachers
1. Those having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	18.2 FTE
2. Those having qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
3. Those not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed: - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Teacher Attendance and Retention Rates

Teacher Attendance	94%
Teacher Retention	96%

WORKFORCE COMPOSITION

	Male	Female	Male Indigenous	Female Indigenous
Principal	1			
Assistant Principal		1		
Teachers/Coordinator	4	17		
Teacher Assistants		5	1	1
Librarians		1		
Ancillary Staff	1	2		

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

Student Welfare Policy

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

Our Pastoral Care policy emphasises our endeavour to look after our students' social, moral, behavioural, physical, academic, emotional and spiritual well-being. Our school policy guides our school in creating a supportive environment.

Students are supported in:

- Leadership - School and Sport Captains, the Student Representative Council (SRC), Peer Support group leaders, training days for leadership positions, SRC teacher mentoring, 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, Peer Support programs.
- Academic learning - learning support for students experiencing learning difficulties and for gifted and talented students.
- Behavioural contexts - the Behaviour Management Guidelines
- Cyber safety – Cyber Safety / Digital Media Policy
- Physical - health and safety consultation groups, resources and facilities management, catering for students with disabilities, student supervision policies.

There were no changes made to the Behaviour management Guidelines during the year. This Policy will be reviewed in 2014.

Anti-Bullying Policy

Anti-Bullying structures work to reduce the incidence of bullying, identify incidents when they arise, and give a means for students, staff and parents to address and correct the bullying behaviour. Anti-bullying procedures include the constant promotion of the message that bullying is not acceptable, bullying report forms, student information sessions and the distribution of educational information for parents. A Safe School / Anti Bullying Policy and a Cyber Safety Policy stands separately to the Schools Behaviour Management Guidelines.

Our school endeavours to provide an environment in which our students are kept safe from harm. Thorough planning of school activities through procedures such as risk management, help to reinforce student welfare.

The full text of the school Behaviour Management Guidelines may be accessed via the School office and on the School website.

Discipline Policy

This is incorporated in the welfare section of the Behaviour Management Guidelines. 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.

Cyber Safety / Digital Media Policy

This policy covers areas such as Internet, mobile phone and cyber harassment / bullying procedures. The policy was updated in 2013 to include the inappropriateness of negative comments by parents and community members on social media and procedures for student usage of School Email accounts.

A copy of the Cyber Safety / Digital media Policy is available from the school office or may be accessed via the School Website.

Complaints and Grievances Policy

Parents are encouraged to contact the school if they have any concerns. Contact is usually made in the first instance with the child's homeroom (Secondary) or classroom (Primary) teacher. For issues of a more serious nature the Primary Coordinator, Assistant Principal or Principal is contacted.

The Religious Education Coordinator is the contact person for any issues relating to the Religious Education Program from Kindergarten to Year 10.

The Secondary Curriculum Coordinator is the contact person for any issues relating to the Secondary curriculum or assessment and reporting for Years 7-10.

Students with a grievance are encouraged, in the first instance, to make contact with their classroom or homeroom teacher.

Any issues dealing with child protection or the ongoing welfare of a student must be directed to the Principal.

A copy of the School Complaints Policy is available from the school office or may be accessed via the School Website.

There were no changes made to the Complaints Policy during the year. This Policy will be reviewed in 2014.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

During 2013 St Mary's was involved in a number of programs, which provided direction to the schools strategic direction. Low SES National Partnerships, Empowering Local Schools, State Action Plan for Literacy and Numeracy Aboriginal Focus School and The 2013 Annual Improvement Plan and National Partnership Budgets are available on the school website.

Catholic Life and Identity

The implementation the new RE curriculum Kinder – 10 was the prime target for 2013. This syllabus was implemented successfully in the Primary section of the school and units are being trialled in the Secondary section as they become available.

The school reviewed the achievements in the Diocesan RE tests and will focus on improving these results in future assessments.

St Mary's is an Aboriginal Focus School. This involves the school consulting with the local Aboriginal community and developing a School and Community Partnership Agreement. Personalised Learning Plans are developed for all Aboriginal students, attendance is monitored and the school is continuing to review Numeracy and Literacy testing results to provide support and assistance to individual students. The school has worked with Boomalli Consulting to work towards developing a Community agreement.

Targets for 2014 include:

- Strengthening the links with the local parish
- Implementing the recommendation of the consultation with the Aboriginal community and continuation of PLP's for students.

Learning and Teaching Targets

The school focused on the development of best practice strategies in the implementation of ICT in teaching and learning processes. ICT was a major focus for staff professional development. In September the school P&F raised funds to purchase computers for the Secondary computer lab. Professional Learning Communities were implemented in the school as a means of allowing reflection on teaching and experiencing shared learning experiences.

Future goals for 2014 include:

- Ensure the ongoing Professional Development of staff in the effective use of ICT.
- Implementation of the National Curriculum in Primary – English and in Secondary – English, Mathematics, Science and History.
- Review of DIBELS and NAPLAN results to improve explicit teaching of areas of need.

Leadership for School Improvement targets

St Mary's, as a Central School in the Bathurst Diocese, is involved in the Empowering Local Schools Project. A key focus of this project is the development of a Leadership Framework for the Diocese. This framework is supplemented by professional development for the school executive. This included a Leadership Coaching Course and Courageous Conversations Course lead by Psychologist Michelle Mulivhill.

Targets for 2014 include:

- Continued implementation of Professional Learning Communities as a means of providing teacher collaboration on Quality Teaching models.
- Continue to implement QCE model for internal school review
- Implementing the recommendations of the Strengthening St Mary's review process.

Strategic Resourcing

The School's debt was again stabilised during 2013 with conservative financial planning and monitoring. The finalisation of the National Partnerships program will place additional pressure on the resources of the school in 2014.

Targets for 2014 include:

- ICT resources will be upgraded by having the P&F fundraise for ipads
- Developing external partnerships with parents, other schools, businesses and communities and the provision of extended services

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

At St Mary's Catholic School, we aspire to live the life of Christ through our love of others and our world. We aim to develop a school community that encourages all members to follow the new fundamentals of the SPB₄L Model

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner



Actions taken in 2013 to promote respect and responsibility included:

- Implementing and promoting the Safe School / Anti Bullying and Cyber Safety Policies.
- Continued implementation of the SPB₄L behaviour framework
- Following Student Leadership procedures including School Captains and Vice Captains, Sports House Captains and class Student Representative Council membership.
- The Commendation System and privileges for students displaying respectful and responsible attitudes and behaviour.
- Participation in the Anzac Day March.
- Support for charities initiated through school administration and the Student Representative Council.
- Involvement in sporting teams to promote teamwork and leadership.
- Daily prayer in the classroom, including students leading prayer.
- Participation in liturgical events, including Masses.
- Actively promoting Gospel values at both a whole school and classroom level.
- Peer Support Programs for students in Stages 2 and 3 and Stages 4 and 5.
- Participation in a Buddy System involving Year 6 & Kindergarten.
- Year 6, Year 7 and Year 10 Retreats.
- Year 6 Transition Program to High School.
- School Readiness and Transition Programs for Kindergarten 2014.
- Participation in NAIDOC activities.
- A visit by Year 10 to Maranatha Aged Care and Dementia Facility.
- Year 5 Leadership Day.
- Attending the Primary / Secondary 'Young Leaders Day' in Sydney.
- Promoting the rights and responsibilities of each student outlined in the Behaviour Management Guidelines.

PARENT, TEACHER AND STUDENT SATISFACTION

During 2013 the school executive recognised that a number of parents had expressed concerns with regard to some key areas of school life. The school embarked on the Strengthening St Mary's Catholic School review process. A comprehensive survey was completed by parents and students (Years 5 – 10). The results of the surveys showed a wide range of results. Students in the main were very positive about school life: A high majority of students responded that:

- St Mary's has a very welcoming culture
- I feel safe and supported at school
- St Mary's is visibly seen as a Catholic School in our town community
- St Mary's welcomes, recognises and respects different cultures, traditions and practices
- Parents are welcomed and included in school activities
- I feel safe outside of the classroom (lockers, hallways, playground, toilets etc)
- St Mary's staff care about me and my learning
- Children with learning difficulties are catered for at St Mary's.
- I am encouraged to achieve high results
- Reports give me a good indication of my learning
- My teachers are positive and encouraging towards me
- Teachers provide effective feedback about my work
- The front office is a welcoming place
- St Mary's provides appropriate access to technology
- The buildings and grounds are well presented and maintained
- St Mary's provides adequate resources to ensure students can learn effectively
- However, the responses from parents expressed concerns in a number of areas. A comprehensive response was provided and the school published a Strengthening St Mary's direction statement in November. A major focus of this 2014 annual school improvement plan is ensuring that the recommendations of this plan are implemented efficiently.

FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

