

St Mary's Primary School

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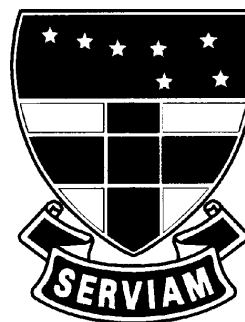
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Parish Priest: Fr Richard Gleeson

Parish: Sts Mary and Joseph's Cathedral

Principal: Mrs Suzanne Fern

**ST MARY'S CATHOLIC
PRIMARY SCHOOL
ARMIDALE NSW**



Annual School Report 2013

Mission/Vision Statement

St Mary's Catholic Primary School lives and celebrates the Gospel values in the rich traditions of the Catholic faith. It is a place where students are nurtured and empowered to become independent lifelong learners. St Mary's is a harmonious community where all members are valued and respected. St Mary's Catholic Primary School is a sacred place where we live Christ's mission in word and action. With Christ as our guide and inspiration we welcome all and encourage each other to grow spiritually. We are rich in stories and tradition providing a strong foundation for life. Educational excellence drives our successful and dynamic learning community. We nurture innovative approaches to teaching and learning ensuring opportunities for individual achievement. Learning is collaborative and student centred focusing on meeting current and future needs. Students have pride and confidence in their work and are challenged to reach their potential. St Mary's Catholic Primary School is a welcoming and inclusive community that embraces compassion and respect for all. We work and grow together in a happy, secure and healthy environment where every individual has a sense of belonging. We are enriched by strong partnerships with families, parish and the wider community as we prepare our students to be effective leaders of tomorrow.

About this Report

Registration.

St Mary's Primary School is registered by the Board of Studies (NSW) and managed by the Catholic Schools Office, Armidale, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990. The annual report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The report describes achievement of school development priorities in 2013 and gives information about 2014 priorities. This Report complements and is supplementary to school newsletters and other regular communications. This Report is sent to the Catholic Schools Office, Armidale for validation with the requirements of the Education Act 1990 before being forwarded to the Board of Studies. Following its submission to the NSW Board of Studies the report will be presented to the parent body and be available on the CSO website by 30 June 2014. The school consultant also validates that the school has in place appropriate processes to ensure compliance with all NSW Board of Studies requirements for

Principal's Message

2013 commenced very well with excellent enrollment numbers of 329 students including 65 Kinder students. This resulted in an increase to 12 class groups – 6 each in Infants and Primary. A number of new staff were employed due to the increased numbers, the implementation of Diocesan initiatives as well as other funded programs. A focus on effective staff induction and the revision of our Staff Handbook allowed our new staff members to settle into St Mary's school community quickly and comfortably. At the beginning of the year we welcomed two new classroom teachers, a new part time Student Support teacher, three new Education Assistants and an Aboriginal Community Engagement Officer.

The professionalism and expertise of St Mary's staff was highlighted during 2013 by the ability of a number of staff to take on higher duties in Diocesan

roles as well as the willingness of other members of staff to support them by taking on Acting Leadership roles. Despite a number of temporary staffing changes each term during 2013, student learning and well being remained the focus of our decision making.

St Mary's continues to provide a positive learning and caring family environment where parents, students and staff work cooperatively in partnership to build a strong educational community. Together we strive to ensure all children are nurtured and loved as they grow and learn. St Mary's is a happy school that celebrates a love of life. In 2013 we became a Kids Matter school and focused on enhancing our school as a Positive School Community. We introduced a new School App and commenced a school Facebook page to improve communication among members of the school community. Our new school photographer introduced a very professional package of school photos that were not only of a high standard but also enhanced the school image. Class presentations were introduced to our fortnightly school assemblies allowing all students to share their learning and achievements with the school community during the year.

Through the dedication of a committed and professional staff the school has set many new directions, particularly in the areas of teaching and learning and the faith development of our students. Our teachers are also learners who work hard to provide the best quality education for the children in their care. They promote a love of learning in their classrooms and encourage, support and challenge each student on their learning journey.

Throughout 2013 we further consolidated recent teaching and learning initiatives including: • Our Positive Behaviours for Learning focus, • 7 Kinds of Best framework • Classroom and whole school Codes of Cooperation, • Professional Learning Teams and • Targeted Intervention. As an Aboriginal Focus school we continued our focus on meeting the requirements and expectations of the National Aboriginal and Torres Strait Islander Education Action Plan. A full time Aboriginal Community Engagement Officer was employed at the beginning of the year to strengthen and enhance the communication and connections between the school and local Aboriginal community. A fulltime Aboriginal Focus Teacher was also employed during the second semester to support our Aboriginal students with their learning and to enhance the integration of Aboriginal perspectives in our curriculum. Our Aboriginal Family Forums were well attended in 2013 and the introduction of Personalised Learning Plans for all Aboriginal students enabled us to work with parents and students to set learning goals each term. Our NAIDOC Week celebrations were well supported and attended by many members of the local Aboriginal community as well as our

school families. Staff learning and understanding of Aboriginal culture was enhanced through participation in both the Diocesan and local AECG Cultural Immersion programs, the ACSA Biennial Conference (which focused on the Cross-curriculum priorities in the Australian Curriculum including Aboriginal and Torres Strait Islander histories and cultures) as well as the Diocesan Waa Gaay program for Aboriginal students identified with learning potential

Life is busy and exciting at St Mary's with many extra cultural and sporting opportunities available. All students are involved in the annual Student Art Show, school choirs, cultural performances and excursions as well as learning Indonesian. Many also take on individual music tuition, join the school orchestra or compete in the very successful school chess club. St Mary's Chess teams have a formidable reputation at local, regional and state levels thanks especially to our volunteer Chess Coach. Our vibrant library is a popular destination with increasing numbers of students every year participating in the Premier's Reading Challenge. St Mary's students love their sport and excel through representation in local teams as well as at Diocesan, Polding and State level. Representative sporting opportunities include swimming, cross country, athletics, orienteering, rugby, netball, touch football and even horse sports.

2013 saw an enhanced focus at St Mary's on environmental education with the introduction of a Junior Landcare group, calling themselves the Green Thumbs, meeting weekly to plan and implement a number of environmental initiatives. Bunnings was engaged to help support the establishment of a school vegetable garden. Later in the year we successfully applied to join the Stephanie Alexander Kitchen Garden program and two staff members were trained to implement this program.

Many students in Years 4 – 6 also have the opportunity to participate in enrichment activities including Tournament of Minds, Brain Olympia and the Da Vinci Decathlon each year. In 2013 one of our Brain Olympia Teams was awarded first place in that competition. Student Leadership opportunities are provided early at St Mary's with students from Kinder to Year 6 being given the opportunity to lead as members of the Student Representative Council each year. Our Year 5 & 6 student leaders enjoy the opportunity to learn more about leadership through participation in the Young Leaders Day in Sydney, the Grip Student Leadership Conference in Tamworth and the Year 6 Excursion to Canberra each year. These experiences empower our students to grow in pride and confidence.

Our extended kinder orientation program and our friendly experience days' program for older students ensure new children are secure and confident when commencing at our school. St Mary's

Starting School Expo provides parents of children commencing kindergarten in any Armidale school with valuable advice on how to help their child prepare for 'big school'. A number of local professionals generously give their time every year to provide quality presentations. Our Expo is also well supported by many local businesses who display a range of products required by first time school students.

Parents enrolling their children at St Mary's often comment that they chose our school because of its spirit of community. St Mary's is a welcoming and inclusive community where individuals and relationships are valued and respected. Our Class Parents ensure new families quickly feel that important sense of belonging. St Mary's is enriched by strong partnerships with families, parish and the wider community. We teach and embrace compassion and reconciliation. St Mary's again enjoyed much parent support in 2013. The very tangible support and spirit of cooperation that exists at St Mary's is evident daily in the generous contributions of many enthusiastic people.

Our 2013 Welcome Fireworks went off with a bang with one of the largest number of families attending in years. A highlight of our year was our Catholic Schools Week celebrations including our Student Art Show, Grandfriends Day and Autumn Festival Parade. This week was a very successful celebration of Catholic education in Armidale. Early in Term 2 St Mary's held yet another successful P&F Fete followed by our Preschool Open Morning which was very well attended. Literacy & Numeracy week was held in Term 3 and we celebrated with Open classrooms, a Book Character Parade and a family Picnic Lunch. Science Week was also celebrated in Term 3 with Mrs Menz & O'Connor Catholic College students leading all students K-6 in a series of exciting Science lessons.

At the end of an extremely busy year we sincerely thank both the Parish and Parent community for the extraordinary support they have given us throughout the year. Fr Gleeson's support of myself and our school has been invaluable. The Parish has also been very generous in their financial support

Likewise the P&F have been tireless in their fundraising efforts this year. The parent community have been asked for help throughout the year and have been generous with their support of the Fete, P&F Revue, Working Bees and other social functions. Another successful P&F Revue saw very polished performances that were well received by packed audiences. We sincerely thank the many parents and friends of St Mary's school community who work together to create these fantastic shows.

St Mary's has actively participated in community events and continued to enhance its outstanding reputation within the general community. A highlight

of 2013 was the involvement of 90 St Mary's students in the combined Catholic Schools Concert 'Don't Stop Believing'. This concert showcased the talents of students from a number of regional Catholic schools and all performances were sold out. St Mary's is a proud participant and supporter of many Armidale community events including the ANZAC Day March, Autumn Festival Parade and the Armidale Eisteddfod.

As we recognise and commemorate our strong and proud history we look forward to the future with much excitement. We have Interactive Whiteboards and iPads in all classrooms and continue to ensure teachers receive appropriate professional development to support them in using this technology to maximise student learning outcomes. Active support from our School Board and Parents & Friends Association has ensured the upgrading of our ICT facilities designed to meet the current and future needs of St Mary's students

2013 has been yet another enjoyable and productive year for St Mary's. Farewell to our retiring Assistant Principal Mr Mackson after 13 years of dedicated service- you will be missed. Congratulations and thank you to all members of St Mary's school community on your contribution to this successful year.

Parental Involvement

2013 School Board Chair's Annual Report In reviewing last years annual report it is amazing how much the school and the people within have continued to change. The end of 2012 saw the completion of the various building projects being undertaken within the school. In 2013, the Board's focus moved to the completion of the development of a robust asset management and maintenance plan for new and old buildings to ensure renewal and enhancements can be funded into the future. The school has continued to grow in student numbers, evident in the number of new enrollments received at the end of 2013 requiring the transformation of the old stage three building back into class rooms for 2014. St Mary's is seen as an educator of choice for parents in Armidale, which is a credit to the teachers, support staff, volunteers, consultants, parents and the students of the school. The end of 2013 Mr Mackson resigned from teaching at St Mary's and will be immensely missed both from the Board's Building Maintenance Committee and the wider school community. 2014 will bring new teachers into the school and allow new opportunities for others. The two major fundraising events of the Parent and Friends; the Fete and Revue; were again very successful - credit must go to the people who volunteer their time and skills to make these events work. The money raised by the P&F is

essential for the budgeting of the school. The Board spent considerable time this year discussing the decline in the attendance at the P&F meetings and attempted to develop options or solutions to ensure the continued operation of the committee. I am pleased to say numbers at the meetings has increased and hopefully these numbers and parent involvement will increase during 2014. The Board lost two long-standing members in 2013. One provided much needed financial expertise for the Board. The other had been Chairperson of the Board for some time and his knowledge and experience will be sorely missed. These two parents held so much knowledge and background concerning the activities of the school they will be impossible to replace. Thank you from the Board and the school for your time and passionate commitment to St Mary's. The Board welcomed three new members in 2013. These new members have provided excellent input and support for the board over the year. I would like to thank all members of the Board and school community for their commitment and support.

Student Leadership

St Mary's Primary School has been a big part of our lives. We have been very privileged to be a part of this amazing school community and in our last year, represent the school as student leaders. The wonderful teachers have supported and encouraged us along the way in our education, faith and personal development. We have had the opportunity to take part in many sporting, musical, social and community activities. From this we have gained many special friendships and invaluable skills to prepare us for our next steps in life. School Captains 2013

School Profile

School History

St Mary's has a long history dating back to 1848. Our story and traditions have been shaped by the Ursuline sisters, the Patrician brothers and the De La Salle brothers. St Mary's is the oldest school in the Armidale Diocese, established by lay people in 1848. The Ursuline Sisters arrived in 1882 and maintained a presence in the school until 2001. The Patrician Brothers established a boys' primary school on the site from 1889 until 1897. Later in 1906 the De La Salle Brothers reestablished the boys' primary school and taught there until 1972. The school has been under lay administration since 2001. St Angela Merici was the founder of the Ursuline Sisters. The St Mary's buildings are named after St Angela, St Ursula and St Anne. The school crest is common to Ursuline schools as is the

motto: "Serviam" Generations of families have been educated at St Mary's.

Location/Drawing Area

St Mary's is located in the Cathedral precinct of Armidale adjacent to the CBD. The Cathedral, Bishop's House, Catholic Chancery, Parish Hall, Ursuline Convent, Centacare, Catholic Schools Office and Armidale Diocesan Investment Group are all located in the same block. Armidale is a vibrant town and is the centre of the Northern Tablelands. The town has full services and hosts the University of New England. This gives Armidale a unique character and diverse population. St Mary's attracts enrolment from the surrounding district including students from, Invergowrie, Uralla, Black Mountain, Guyra, Yarrowyck, Walcha and Wollombi. Our classrooms are housed in three main buildings surrounded by spacious and park like grounds planted out to make the most of the four distinct seasons we experience. St Mary's has excellent facilities and playing fields. The school library is well appointed and spacious. There are excellent computer facilities available for all students.

Enrolment Policy

St Mary's Primary School follows the Bishop's Commission for Catholic Schools policy Enrolment of Students in Catholic Systemic Schools in the Diocese of Armidale 2002. This document can be obtained from the school office or is available on the Catholic Schools Office web site: <http://www.arm.catholic.edu.au>.

Student Enrolment

Year	Boys	Girls	Indigenous	LBOTE
K	32	33	6	3
1	19	24	2	
2	19	27	6	3
3	26	21	2	3
4	24	17	1	2
5	20	21	5	
6	26	23	1	2
2011	153	128	22	8
2012	156	142	21	8
2013	166	166	23	13

Student Mobility

In 2013 78 new students commenced their schooling at St Mary's. Of these 65 were in Kindergarten and 13 in other grades. Throughout the year 11 new students joined our school community. 4 students left St Mary's for other schools during 2013. 51 Year

6 students left St Mary's at the end of 2013 and 9 other students left to continue their schooling at other schools.

enrolment. This would be done in consultation with the Parish and CSO. Policy updated in 2013

Student Attendance

Average daily attendance for 2013

Kindergarten	93.7%
Year 1	92.9%
Year 2	93.5%
Year 3	93.8%
Year 4	93.2%
Year 5	92%
Year 6	93.5%
All students	93.3%

Management of Non-Attendance

School attendance is managed in accordance with the Catholic Schools Office Guidelines for the Management of Student Attendance.

In 2013 St Mary's changed our monitoring of student attendance from manual paper rolls to Electronic Roll marking. The use of technology should ensure more efficient generation of reports of student attendance. Letters are sent to parents/guardians of students with unacceptable attendance patterns and/or patterns of consistently late arrival as identified in the end of term attendance checks. Parents/guardians are asked to meet with the Principal to discuss the reasons for the absences/late arrival and strategies to improve attendance.

Resolution of attendance difficulties may require a range of additional school based strategies including: - student and parent interviews; - reviewing the appropriateness of the student's educational program; - development of a school-based attendance improvement plan; - referral to the school counsellor or outside agency; - support from school based personnel.

The Aboriginal Education Assistant and/or Community Engagement Officer will assist with following up parents/guardians of aboriginal students with unacceptable attendance patterns and/or patterns of consistently late arrival as outlined in St Mary's School Community Partnership Agreement

Consistent identification of students with unacceptable attendance patterns and/or patterns of consistently late arrival will require implementation of additional strategies including completion of the Keep Them Safe Online Mandatory Reporters Guide. Failure of parents/guardians to attend requested meetings and support the school Attendance Policy may result in the termination of student

Staff Profile

In 2013 St Mary's had 14 full-time and 6 part-time teachers. In 2013 one of our teachers was funded as a fulltime Project Teacher responsible for Literacy Enhancement and supporting the preparation for the implementation of the NSW Syllabus of the Australian Curriculum. Due to the appointment of one of our existing teachers to this role as well as increased enrolments, we welcomed two new teachers as temporary fulltime members of staff in 2013. We also welcomed a new Student Support Teacher, three additional Education Assistants, a fulltime non teaching Community Engagement Officer, as well as a fulltime Aboriginal Focus Teacher for Semester 2. We also replaced our ICT Assistant in Term 2. A part time ESL teacher was appointed for a term to support a student newly arrived from overseas.

The leadership team consisted of the Principal, Assistant Principal, Religious Education Coordinator, Coordinator Two and Coordinator One. Three of the part-time teachers provided Executive Release time for the teachers in these roles.

The classroom teachers were supported by the following part-time specialist staff: Teacher Librarian, Student Support Teacher, Music Teacher, Indonesian Teacher, Aboriginal Education Assistant and 7 Education Assistants. There were two part-time Clerical Assistants. In addition there was a part time ICT Assistant and Canteen Manager. In 2013 three staff members were indigenous.

During 2013 our Assistant Principal was on Sick Leave during Term 1, our Religious Education Coordinator was appointed as Acting Principal of St Joseph's Uralla for Term 2 and one of our Coordinators also accepted a secondment to the CSO as Road Safety & Drug Education Officer for four weeks during Term 4. Existing members of staff filled the Acting Leadership roles during these appointments.

The staff vary in teaching experience from a beginning teacher to 35 years experience. All teachers hold teaching qualifications from a higher education institution within Australia with 5 holding Masters Degrees and 17 holding Bachelor's Degrees. Most staff will be returning in 2014. However, the Assistant Principal will be retiring, one of our permanent classroom teachers will be completing a 12 month Teacher Exchange in Wales, our Teacher Librarian has been seconded to the Catholic Schools Office for two years and our Aboriginal Focus Teacher will

be concluding her contract at the end of 2013. . The average daily staff attendance rate for 2013 was

The average daily staff attendance rate for 2013 was 94.93%.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
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Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
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Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%
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* Australian Education Institution - National Office of Overseas Skills Recognition

Percentage of teachers accredited to teach Religious Education

Percentage of teachers undertaking accreditation to teach Religious Education

Staff Professional Learning

During the year the whole school staff participated in the following Staff Development Days: Professional Learning Communities, BART (Behaviour Analysis & Recording Tool), NSW Syllabus for the Australian Curriculum, Non Violent Crisis Intervention, Team Leadership for School Improvement and Religious Education. Staff meeting PD sessions were also held on NSW Syllabus for the Australian Curriculum, Team Leadership for School Improvement, BART, Professional Learning Communities, Implementation of Electronic Rolls, Kids Matter, Additional Needs, Aboriginal Education, Visible Learning, CPR and Child Protection.

During 2013 staff have attended professional development on : Diabetes Management, Student Attendance & Data Measurement, Aboriginal Culture, Diocesan Induction, Autism, MiniLit, MultiLit, RE Storytelling School Improvement, ICT, Visible Learning, Quicksmart Numeracy, Implementation of the NSW Syllabus of the Australian Curriculum in

English, History, Mathematics & Science, Synthetic Phonics, Golf, Kids Matter Training, Transforming School Culture, ACSA Biennial Conference, Stephanie Alexander Kitchen Garden Program and Keep Them Safe (Child Protection)

Specific workshops and conferences were held for Principals, Assistant Principals, Religious Education Coordinators, Education Assistants, Aboriginal Education Assistants, Librarians, Secretaries and Student Support Teachers throughout the year. The Principal attended the National Conversation with Principals, the 2013 Hawker Brownlow Thinking and Learning Conference and the International Confederation of Principals World Convention. In 2013 we also hosted the Diocesan Library Professional Day.

As a school St Mary's implemented a Teacher Performance & Development Process utilising the AITSL Australian Professional Standards for Teachers. All teachers were involved in this professional goal setting, reflection and evaluation process. A number of staff meetings throughout the year were allocated to completion of modules in the Team Leadership for School Improvement program. The focus of these modules was on school improvement processes. Some additional funding and grants received in 2013 allowed staff access to quality professional development opportunities beyond Armidale throughout the year. These opportunities enhanced the level and quality of professional dialogue and sharing.

Catholic Identity

Religious Education Program

St Mary's Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text To Know, Worship and Love as authorised by the Bishop of Armidale, Michael Kennedy.

Liturgical Life

St Mary's is fortunate to be able to celebrate Mass regularly in the Cathedral. We celebrated our Opening School Mass with O'Connor Catholic College. Our school captains were presented to the school and parish communities at this Mass. This year our Stage 2 and Stage 3 Primary students attended the Parish Mass on alternate Friday mornings. Students prepared reverent and prayerful Holy Week Reflections. A highlight of Term 1 was Grandfriends Day which included a very well attended Mass.

The whole school celebrated Mass together twice each term including Holy Days of Obligation. Buddy

Masses were held during Term 2 with students from one Infants and one Primary class celebrating Mass together. The Parish priests also regularly visited each classroom and provided the Sacrament of Reconciliation each term. The end of year Mass was celebrated on the last school day of Term 4.

A school based Lenten program and three twilight prayer sessions were offered in 2013 for staff and parents. The twilight sessions focused on the themes of Pentecost, Eucharist and Reconciliation. Our school based sacramental program prepared children in Years 2, 3 and 6 for the Sacraments of Reconciliation, Eucharist and Confirmation. Parents supported these programs especially through attendance at the Information Meetings and Enrolment Masses.

Staff and Student Faith Formation

In 2013 32 Year 6 students from St Mary's received the sacrament of Confirmation, which was conferred by Bishop Kennedy on Pentecost Sunday. On the last weekend in August 34 Year 3 students received the Sacrament of the Eucharist for the first time and in November 31 Year 2 students received the Sacrament of Reconciliation. During Lent all students were involved in Holy Week Prayer Assemblies which were opportunities for parents, students and the wider community to reflect on the meaning of Lent and Holy Week. During Advent, students in Early Stage 1, Stage 1 and Stage 2 presented Christmas Prayer Assemblies which celebrated the Christmas message of love, hope and goodwill.

Staff have the opportunity to gather weekly for Staff prayer. In Staff formation, 5 teachers and 2 Education Assistants attended the New Employees Retreats, 5 teachers were able to attend the Diocesan Teachers Retreats, the Principal attended the Principals Retreat, our Assistant Principal attended the AP Retreat and our Religious Education Coordinator attended the 2013 REC Conference.

A school based Lenten program and three twilight prayer sessions were again held for parents and staff this year. They were led by members of the Diocesan Renewal team and focused on Lent, Pentecost, Eucharist and Reconciliation.

Year 6 Religious Education Test

Average score	Diocesan (%)	This School (%)
2011	69	71.4
2012	68.4	69.8
2013	70.8	76.4

Social Justice

St Mary's Social Justice program in 2013 was led by St Mary's very active and enthusiastic "Mini Vinnies" group. 44 students from Years 4 - 6 met regularly at lunchtime throughout the year to help plan and implement a range of initiatives to assist those in need both within and beyond the school. They have been extremely successful in supporting the Caritas Lent Appeal, the St Vincent de Paul Winter and Christmas Appeals, Assist a Student and the Children's Mission Appeal. Parents assisted with both the Winter Sleep Out and Christmas Party fundraisers.

Many students and their families attended the Mini Vinnies Commissioning Mass. Highlights of the year included Starrs Production of "Young Mary MacKillop", the Winter Sleep Out and a Nursing Home Visit. Mission Week Activities included a Coin Line, Talent Quest, Side Show Alley, Busking, a Cake Stall and Pizza Lunch to support a Catholic Mission project in Mongolia and raised over \$2000. Our Stage 3 students attended O'Connor Catholic College to participate in the Catholic Missions Village Space presentation on Refugees.

The Religious Education Coordinator assisted Stage 3 students who volunteer for community service each term. These students were mainly involved in cleaning the Cathedral in 2013.

Parish Links

In 2013 we welcomed our new Parish Administrator – Fr Richard Gleeson. Many school families supported the 40 Families for Forty Days Lenten Challenge by attending a 7am week day Mass during Lent. Our Stage 3 students attended major Parish celebrations including the Chrism Mass. Our Altar Servers were very generous with their time in serving at all the Holy Week and Easter liturgical celebrations. Many families were involved with Catholic Schools Week celebrations. These included the Diocesan Mass in the Cathedral & the Spirit of Catholic Education Awards Presentation. A number of families attended the Ordination Mass for Fr Tuan Tran despite it being scheduled for a Staff Development Day. Three representatives of St Mary's attended the Bishops Commission AGM.

In 2013 Bishop Kennedy visited St Mary's Catholic Primary School twice as part of the Year 6 students' preparation for Confirmation and also for a whole school visit. Most staff attended an Evening with Bishop Kennedy where he explored the impact of Vatican 11 on the Church.

The school works closely with the Parish, welcoming the Parish Priests as regular visitors in the classrooms and school. Students are Altar

Servers for both daily and weekend Masses. Parishioners are encouraged to support the Primary students when they attend Parish Masses. In 2013 the classroom teachers taught the sacramental preparation programs for St Mary's students in Year 6 preparing for Confirmation, Year 3 preparing for their First Eucharist and in Year 2 preparing to receive the sacrament of Reconciliation. The school's Religious Education Coordinator was also actively involved in the Parish Sacramental programs for all three sacraments.

The Parish provides regular financial support for school building and maintenance projects. The Parish Administrator is a member of the School Board and the Principal is a member of Parish Pastoral Council. Members of the parish community supported the P&F Revue and Fete.

Respect and Responsibility

During 2013 St Mary's became a KidsMatter school which further consolidated our 'Positive Behaviours for Learning' approach through our 7 Kinds of Best and Student, Staff and Parent Codes of Cooperation.

Values, expectations and agreed behaviours have been identified for all members of St Mary's school community utilising our 7 Kinds of Best framework: • Be the Believing Kind, • Be the Learning Kind, • Be the Achieving Kind, • Be the Community Kind, • Be Kind to Yourself, • Be Kind to Others & • Be Kind to the Environment.

Each Kind of Best was taught and emphasised throughout the year at Whole School Assemblies, Stage Assemblies and in each classroom. At the beginning of the year two weeks were set aside to allow a whole school focus on 'A Quality Beginning' during which Class Visions and Codes of Cooperation were developed based on our 7 Kinds of Best.

Highlights of this Initiative included: • Classroom Codes of Cooperation developed & displayed in each classroom • Explicit lessons focussing on the 7 Kinds of Best taught every week to reinforce positive behaviours for learning • School Wide Student Code of Cooperation reviewed & distributed for family discussion • St Mary's Term Behaviour Awards presented in recognition of different levels of student compliance with Student Code of Cooperation

During the year students were encouraged to reflect on their growth in demonstrating the 7 Kinds of Best behaviours. The Restorative Justice approach was utilized by teachers in their approach to behaviour management issues. Our Term Award system was modified with specific criteria for each award level allowing students to strive to achieve their best.

Students were encouraged to participate in the community ANZAC Day March and all were involved in special school based assemblies commemorating ANZAC Day, Remembrance Day and NAIDOC Week. The whole school also participated in the International Pinwheels for Peace project on International Peace Day in September. The Student Representative Council led a number of initiatives aimed at developing students' pride and awareness of their school uniform and environment. 2013 saw the establishment of a Junior Land Care group at St Mary's called the Green Thumbs who engaged in a number of environmental initiatives including the establishment of two vegetable gardens.

Congratulations to our 2013 School Captains – These students enjoyed attending the Young Leaders Day in Sydney with hundreds of School Leaders from Primary Schools in NSW during Term 1. 44 Stage 3 students also attended the GRIP Student Leadership Conference in Tamworth as part of their role as School Leaders. Our school blazers were proudly worn by our student leaders for many of these events.

School Curriculum

St Mary's Primary School follows the Board of Studies syllabus for each subject offered (as required for registration under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office.

Features of the School Curriculum

Dedicated work by St Mary's staff and the consolidation of a number of school based initiatives resulted in improved student learning and progress across the school in 2013. Collaborative work by teachers in Stage teams supported all students in their learning. Our Targeted Intervention approach has enabled us to better differentiate learning to meet the needs of students in all grades. A whole school focus on making learning explicit for students by describing the learning intentions and success criteria for lessons has better enabled students to better meet learning targets. We were especially pleased with the achievement and progress of students in Years 3 & 5 in the 2013 NAPLAN Assessments.

The implementation of Best Start assessments for all students prior to the commencement of Kinder has given us accurate data on the entry literacy and numeracy skills of these students. Participation of all primary students in the ACER PAT Reading and Maths assessments in the first few weeks of the school year has given us valid achievement data for these students so as to accurately track their

learning progress. The introduction of Personalised Learning Plans for all our Aboriginal students has enabled us to have more regular and meaningful meetings with our Aboriginal families to discuss student progress.

2013 also saw the implementation of a number of Diocesan initiatives to support learning for all St Mary's students. One teacher was appointed as a fulltime Project Teacher for 2013 responsible for implementing the diocesan Literacy Enhancement strategy K-Yr 2 and supporting teachers in the implementation of the NSW Syllabus of the Australian Curriculum. This teacher oversaw the establishment of 6 MiniLit groups to support struggling readers in Years 1 – 3. Grant money allowed the employment of additional Education Assistants to run these groups. All students on this program made substantial progress in their reading skills.

An 'Improving Literacy and Numeracy National Partnership' Grant during Terms 2 - 4 2013 focused on improving the learning and teaching of Stage 3 students in literacy and numeracy. This grant allowed our Stage 3 teachers additional professional development opportunities and planning time to research and implement more effective learning and teaching practices. Some of the professional development was conducted with Stage 4 teachers from O'Connor Catholic College to improve the transition for students between the two schools. The Quicksmart numeracy program was also expanded as an intervention strategy for more students.

During 2013 our school curriculum focus was on working collaboratively to improve student learning outcomes in Literacy and Numeracy. To support this focus the following initiatives were consolidated:

- A Quality Beginning – 2 week focus at the beginning of the year on establishing Quality Learning processes and Positive behaviour expectations in each classroom
- Quality Learning Processes developed & displayed in each classroom e.g. Morning process, Pack Up process to maximise learning time for students
- The use of QLA Tools & Strategies such as Capacity Matrices to maximise individual learning and Parking Lot strategy for student voice & feedback
- Further support of Professional Learning Team Meetings ensuring each team meets weekly to plan learning and assessment tasks, analyse student data and progress and plan appropriate interventions
- Consistent contemporary approach to the teaching of Reading and Numeracy
- Targeted Intervention approach implemented K-6 to ensure additional support for students in all Stages for one hour per day/four days per week
- Effective use of student achievement data from NAPLAN and standardised tests to monitor student progress and plan for future learning & interventions
- Use of common assessment tasks across all grades
- Use of rubrics, matrices and marking criteria K-6
- More effective implementation of assistive technology

to support differentiation of learning in Reading, Spelling and Numeracy

- Additional student learning opportunities in 2013 including Tournament of Minds, Brain Olympia, Da Vinci Decathlon, Individual music tuition, Indonesian, school choirs and orchestra, Chess, ICAS competitions and representative sport.

Achievements: St Mary's students excelled in a range of activities including:

- Eisteddfod Successes by many individuals in Speech & Drama, Dance and Musical Instruments
- Two teams competing in the TOM Regional Competition at UNE
- St Mary's Chess Teams winning the Armidale Chess Schools Competition and the Regional Chess Competition
- Two teams competing at the Tamworth Brain Olympia heats with one team earning the right to compete in the finals in Narrabri where they were placed first
- A Year 6 team competing in the inaugural regional Da Vinci Decathlon competition at TAS
- ICAS Competitions – 2 students achieving results in the top 1%
- Participation of 90 students in the combined Catholic schools 'Don't Stop Believing' Concert

Sports News: St Mary's students enjoyed success in a variety of sporting endeavours in 2013 including:

- 1 swimmer was the 11yr runner up champion at Diocesan level and 5 swimmers represented at Polding level. 1 swimmer then progressed to PSSA (State) swimming
- 5 runners represented at Polding Cross Country with 1 runner progressing to PSSA Cross Country
- 9 students represented at Polding athletics with 3 progressing on to PSSA athletics. 1 student then competed at Nationals athletics level.
- At the Polding Winter Trials 4 students represented for Hockey, 1 student for Rugby League and 3 students for soccer.

Student Performance

St Mary's Primary School uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the nation-wide literacy and numeracy testing program for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and opportunities exist for external assessment results to be discussed with parents on an individual basis annually.

Literacy and Numeracy

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces

the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please note: Figures have been rounded to the nearest whole number where necessary.**

Year 3 % in Bands		1&2	3&4	5&6
Reading	School	14	30	56
	National	11	41	46
Writing	School	11	40	49
	National	8	43	47
Spelling	School	2	49	49
	National	13	42	43
Grammar & Punctuation	School	5	44	51
	National	10	37	51
Numeracy	School	7	51	42
	National	12	54	32

Year 5 % in Bands		3&4	5&6	7&8
Reading	School	15	41	44
	National	12	54	33
Writing	School	28	54	18
	National	18	60	20
Spelling	School	15	46	39
	National	16	51	30
Grammar & Punctuation	School	15	39	46
	National	14	51	33
Numeracy	School	21	56	23
	National	20	53	25

The Year 3 results are above the National average in Reading, Spelling, Grammar & Punctuation and Numeracy. There is a higher percentage of students in the Top Band (Band 6) in Reading, Spelling, Grammar & Punctuation and Numeracy than the National Average. 13 students achieved in the top two bands for all aspects of Literacy and 15 students also achieved in the top two bands for all aspects of Numeracy. The trend data for NAPLAN results shows improved results in Reading, Numeracy, Data, Measurement, Space & Geometry and Number, Patterns & Algebra. Year 3 NAPLAN results were above State and Diocesan averages in Reading, Numeracy, Data, Measurement, Space & Geometry and Number, Patterns & Algebra.

The Year 5 results are above the National average in Reading, Spelling, Grammar & Punctuation and Numeracy. There is a higher percentage of students in the Top Band (Band 8) in Reading, Spelling, Grammar & Punctuation and Numeracy than the National Average. 6 students achieved in the top two bands for all aspects of Literacy and 7 students

also achieved in the top two bands for all aspects of Numeracy. The trend data for NAPLAN results shows improved results in Spelling, Grammar & Punctuation, Numeracy, Data, Measurement, Space & Geometry and Number, Patterns & Algebra. Year 5 NAPLAN results are above State and Diocesan averages in Reading, Grammar & Punctuation, Numeracy, Data, Measurement, Space & Geometry and Number, Patterns & Algebra.. Student growth results for Reading, Spelling, Grammar & Punctuation and Numeracy from Year 3 to Year 5 are above State averages.

National Minimum Standards

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represent students who are achieving at the NMS. Students in all other Bands are achieving ABOVE the NMS.

The percentages of students in this school achieving the national minimum standard are reported below.

		Year 3	Year 5
Reading	School	97.7	100
	National	95.3	96.1
Writing	School	100	94.9
	National	95	91.7
Spelling	School	97.7	94.9
	National	93.8	93.1
Grammar & Punctuation	School	97.7	97.4
	National	95.3	94.8
Numeracy	School	100	100
	National	95.7	93.4

We were very pleased with the percentage of students in Year 3 achieving at or above the National Minimum standards. 100% of students achieved at or above the National Minimum standards in Writing and Numeracy. Only one student in Year 3 failed to achieve at this standard in Reading, Spelling and Grammar & Punctuation. A higher percentage of Year 3 students achieved at or above the National Minimum standards in all areas tested than both the National and State average. We were also very pleased with the percentage of students in Year 5 achieving at or above the National Minimum standards. 100% of students achieved at or above the National Minimum standards in Reading and Numeracy. Only one student in Year 5 failed to achieve at this standard in Grammar & Punctuation and only 2 students failed to achieve at this standard in Writing and Spelling. A higher percentage of Year 5 students achieved at or above the National Minimum standards in all areas tested than both the National and State average.

School Policy Summary

Student Welfare

St Mary's Primary School seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provided student welfare policies and programs that develop a sense of self-worth and foster personal development

The school's Pastoral Care Policy is based on the Bishop's Commission Policy Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese.

St Mary's teachers plan for and program specific Whole Class Support Strategies each term as part of our Student Well Being Program. This includes the explicit teaching of Positive Behaviours for Learning. Social skills are taught explicitly as part of St Mary's weekly focus on our 7 Kinds of Best. A scope & sequence of these focuses has been developed K-6 and a variety of resources are used by teachers. Individual Student Support Strategies are also documented and shared with other staff members as needed. The BART (Behaviour Analysis and Recording Tool) was implemented to more thoroughly track and monitor both incidents and affirmations of all students at St Mary's. Staff were all trained in Non Violent Crisis Intervention as a means of becoming more aware of escalating student behaviour and proactive in preventing further behaviour escalation.

In 2013 staff were trained in the implementation of KidsMatter as well as the first two modules: Positive School Community and Social & Emotional Learning for Students. The Parent community was introduced to KidsMatter as part of the Parent Information Meetings in Term 1 and were encouraged to give feedback on perceived needs and strengths of the school as a positive school community. Staff participated in regular staff meeting focuses on KidsMatter initiatives.

The Class Parent program was once again useful in providing support for families throughout the year. A Welcome Morning Tea was implemented for families with students commencing at St Mary's in grades other than Kinder to complement the existing Kinder Parent Morning Tea. Student well-being was once again enhanced in 2013 through the "Crunch and Sip" program in all classes which encourages a short snack break at 10am to eat fresh vegetables or fruit

as well as the consumption of water throughout the day. St Mary's is recognised as a "Sun Safe" and "Asthma Friendly" school.

During 2013 all staff completed online modules on WH&S Induction, WH&S Risk Management, Emergency Procedures, Manual Tasks and WH&S Consultation. Student safety was enhanced by the installation of flashing lights on the Rusden St pedestrian crossing.

The full text of school and diocesan policies are available on request from the school office..

In 2013 St Mary's reviewed and updated the following policies related to Student Welfare: Supervision, Excursion, Sports, Risk Management, First Aid, Health & Medication, Safety & Security Management, Critical Incident, Evacuation & Lock Down. This was completed as part of our ongoing review of WH&S policies and procedures.

Discipline Policy

St Mary's Primary School bases its Discipline Policy on the Bishop's Commission Policies Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese, Policy On Suspension, Expulsion Or Exclusion Of Students In Catholic Schools In The Diocese Of Armidale and Management Of Drug Related Issues In Catholic Schools In The Diocese Of Armidale. These policies are based on procedural fairness and are discussed with students on a regular basis. In compliance with the NSW Education Reform Act 1990, corporal punishment is banned in ALL Armidale Diocesan schools.

The full text of school and diocesan policies are available on request from the school office..

St Mary's Discipline Policy was updated in 2013 to incorporate procedures utilising BART – Behaviour Analysis and Recording Tool.

Anti-Bullying Policy

St Mary's Primary School bases its Anti-Bullying policy and procedures on the Catholic Schools Office operational policy "Student Anti-Bullying Policy". The full text of this policy is available on www.arm.catholic.edu.au.

St Mary's Anti Bullying Policy was updated in 2013 to incorporate procedures utilising BART – Behaviour Analysis and Recording Tool.

Enrolment Policy

St Mary's Primary School bases its Enrolment Policy on the Bishop's Commission Policy Enrolment

of Students In Catholic Systemic Schools in the Diocese of Armidale.

The full text of school and diocesan policies are available on request from the school office..

Complaints and Grievance Resolution Policy

St Mary's Primary School procedures for resolving concerns and complaints is based on the Bishop's Commission Policy Complaints & Suggestions Policy for the Diocese of Armidale. This policy is based on procedural fairness and recognises that members of the school community must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment. The full text of school and diocesan policies are available on request from the school office..

Parent, Student and Staff Satisfaction

MYP once again conducted a School Results Survey for St Mary's in 2013. Responses from parents were received from 52.5% of families. The Parents indicated an overall satisfaction score of 81%. The best practice areas identified by parents included: leadership, general and resources. Responses from staff were received from 87.1% of eligible respondents. Staff indicated an overall satisfaction score of 82%. The best practice areas identified by staff included: Catholic ethos, resources, general and leadership. Responses from students were received from 80% of eligible respondents in Years 4 & 6. The students indicated an overall satisfaction score of 81%. The best practice areas identified by students included: Catholic ethos, leadership, teaching & learning and general. 2013 School Satisfaction Surveys was an overall satisfaction rate of 81%. A Principal Appraisal was also held in 2013 with opportunities for feedback from parent and staff surveys. This feedback was very positive and affirming and also provided recommendations for future growth and development.

School Review and Development

Annual School Priorities 2013

CSO Strategic Direction 1: Strengthen the process of staff formation in order to further staff commitment to and participation in the evangelising mission of

Catholic schools. • School wide focus on meaningful prayer & liturgy

CSO Strategic Direction 2: Engage learners in varied experiences that maximise individual learning outcomes. • Implementation of Best Start Kindergarten Assessments to identify the level of attainment in literacy and numeracy for each child • Enhanced engagement of students in their own learning through the use of pre assessment tasks, clear learning intentions & success criteria & effective feedback from teachers • More effective differentiation of the curriculum to meet the diverse learning needs of students • Intensive implementation of MiniLit Reading Intervention Program for identified students Yrs 1-3 • More effective utilization of student data to analyse the effectiveness of teaching practices • Effective support of our Aboriginal Community Engagement Officer in building relationships with our Aboriginal and Torres Strait Islander students and their families in order to enhance their engagement with the school and improve student educational outcomes • Strategies implemented/consolidated as an Aboriginal Focus school to meet the requirements of the 'Closing the Gap' initiative: o Identify strategies to address readiness for school o Reinvigorate the formal agreement between the school, families and the Aboriginal and Torres Strait Islander community o Consolidate & strengthen Aboriginal and Torres Strait Islander family forums o Commence an evidence-based attendance strategy in consultation with parents and the Aboriginal and Torres Strait Islander community o Further consolidate whole-of-school literacy and numeracy programs o Encourage staff participation in immersion programs that will assist in leading improvement for Aboriginal and Torres Strait Islander students. • Improved use of ICT to enhance teacher & student learning

CSO Strategic Direction 2: Review and consolidate programs and practices to build resilience and enhance physical, social, spiritual, cognitive, moral and emotional well-being. • Implementation of Kids Matter Modules – Developing a Positive School Community & Social & Emotional Learning for Students

CSO Strategic Direction 3: Identify leadership potential at all levels and implement formation programs to offer opportunities to enhance individual capabilities and organisational capacity. • Effective utilization of our Learning Enhancement Project Teacher to: o support the implementation of MiniLit and Readon o support staff in the familiarization and planning stage for implementation of the NSW Syllabus for the Australian Curriculum • Utilization of the National Professional Standards for Teachers as a common focus for the teachers' annual goal setting process • Participation of all teachers in the Team Leadership for School Improvement (TLSI) Modules to further assist & engage them in the process of ongoing school improvement

CSO Strategic Direction 4: Nurture partnerships within and between schools, parishes and the Catholic Schools Office for the Common Good • Development of a broader vision for St Mary's Mini Vinnies group • In collaboration with parents, establishment of a K-6 focus on environmental education • Implementation of PLPs designed in collaboration with students and parents to better cater for the learning needs of Aboriginal students

CSO Strategic Direction 5: Make more effective use of existing accountability requirements, to guide school and system improvement. • Implement electronic Class Rolls to monitor student attendance • Updating of WH&S planning & procedures • Updating of Staff Handbook & effective implementation of Staff Induction processes • Major Policy review prior to 2014 Audit

Projected School Priorities 2014

CSO Strategic Direction 1: Integrate the activity of Catholic schools within the life of the surrounding parish(es) so that students are given a sense of belonging to the Church beyond their family and school. • Enhanced collaboration with priests and the parish • Enthusiastic responses to activities initiated by the parish and the Diocese. • Outreach programs investigated to actively engage members of the school community • Students and staff actively committed to social justice issues and environmental stewardship.

CSO Strategic Direction 2: Promote professional learning in the context of collaborative learning communities that enable teachers to design quality experiences for students. • Through a highly effective professional learning culture the breadth of skills, understandings and experiences of staff are valued and utilised. • Regular collaborative planning enables teachers to focus on effective teaching and learning. CSO Strategic Direction 2: Foster a culture of investigation to inform the learning process, supported by on-going professional learning and target-setting. • Educational programs and opportunities that address the learning needs of all students are researched, implemented and evaluated. • Teachers provide explicit, meaningful and timely feedback to students and parents.

CSO Strategic Direction 3: Promote a shared understanding of Christ-centred servant leadership across the Diocesan system.

• Enhanced PD for all staff on leadership expectations and responsibilities in Catholic schools • The school culture enhances the morale and well-being staff. The skills and talents of staff are consistently identified, acknowledged and celebrated.

CSO Strategic Direction 4: Foster positive family

– school partnerships that focus on individual outcomes and the Common Good. • Effective and inclusive structures and practices emphasise the importance of parents as partners in their child's learning.

CSO Strategic Direction 4: Facilitate and encourage positive partnerships between the system and the local, regional and global communities. • Opportunities sought for meaningful school involvement in Armidale community & Diocesan activities • Utilisation of ICT facilitated communication opportunities to develop appropriate global partnerships.

Major Achievements from the 2013 Annual Plan

CSO Strategic Direction 1: Strengthen the process of staff formation in order to further staff commitment to and participation in the evangelising mission of Catholic schools. • Professional development for all staff on prayer led by Parish Priest • School prayer book compiled & regularly utilized • Students trained to chant Mass responses

CSO Strategic Direction 2: Engage learners in varied experiences that maximise individual learning outcomes. • Data from Best Start Kindergarten Assessments utilised to track student progress • Standardised PAT Maths and Reading assessments completed by all primary students to provide accurate base line data • Clear learning intentions (WALT) & success criteria (WILF) utilised in all classes • More effective differentiation of the curriculum through Targeted Intervention • Intensive implementation of MiniLit Reading Intervention Program for identified students Yrs 1-3 • Improved NAPLAN results achieved by Year 3 & 5 students • Stage 3 teachers engaged in professional learning in literacy and numeracy with Stage 4 teachers to enhance transition to secondary school • Quicksmart numeracy program expanded to include more Stage 3 students • ICT utilized more effectively to enhance teacher & student learning • Strategies implemented/consolidated as an Aboriginal Focus school to meet the requirements of the 'Closing the Gap' initiative: o Aboriginal and Torres Strait Islander family forums well attended by families and staff o Personalised Learning Plans implemented to better cater for the learning needs of Aboriginal students o Aboriginal Focus Teacher engaged to support Aboriginal students in their learning o Further staff participation in Aboriginal cultural immersion programs.

CSO Strategic Direction 2: Review and consolidate programs and practices to build resilience and enhance physical, social, spiritual, cognitive, moral and emotional well-being. • Kids Matter Modules – Developing a Positive School Community

implemented & Social & Emotional Learning for Students commenced • Participation of 90 students in the regional Catholic schools concert 'Don't Stop Believing' • Class presentations introduced at fortnightly school assemblies • Further opportunities sought for student engagement beyond school e.g. Da Vinci Decathlon

CSO Strategic Direction 3: Identify leadership potential at all levels and implement formation programs to offer opportunities to enhance individual capabilities and organisational capacity. • Learning Enhancement Project Teacher engaged to: o support the implementation of MiniLit o support staff in the familiarization and planning stage for implementation of the NSW Syllabus for the Australian Curriculum • AITSL National Professional Standards for Teachers utilised for the teachers' annual goal setting process • Team Leadership for School Improvement (TLSI) Modules completed by teachers as part of the process of ongoing school improvement • Professional Learning Teams supported to meet weekly to plan learning and assessment tasks, analyse student data and progress and plan appropriate interventions • A wider range

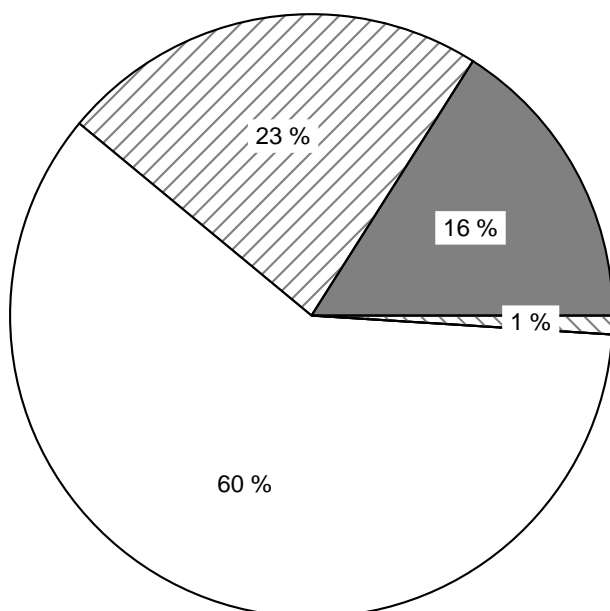
of professional development opportunities made available to staff to enhance their learning and achievement of professional goals

CSO Strategic Direction 4: Nurture partnerships within and between schools, parishes and the Catholic Schools Office for the Common Good • St Mary's Mini Vinnies group engaged in a broader range of activities • K-6 focus on environmental education through the establishment of a Junior Landcare group • Aboriginal Community Engagement Officer engaged to build relationships with our Aboriginal and Torres Strait Islander students and their families • Participation of 90 students in the regional Catholic schools concert 'Don't Stop Believing'

CSO Strategic Direction 5: Make more effective use of existing accountability requirements, to guide school and system improvement. • Electronic Class Rolls implemented • BART (Behavioural Analysis Recording Tool) implemented to record behavior incidents and affirmations enabling tracking of data across the school • WH&S planning & procedures reviewed • Staff Handbook updated • Major Policy review undertaken

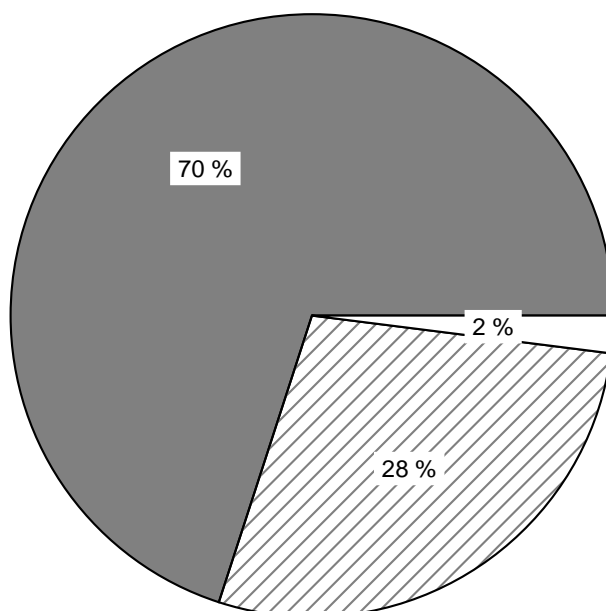
Financial Statement

Income



- fees and private income
- ▨ state recurrent grants
- commonwealth recurrent grants
- ▩ government capital grants
- ▤ other capital income

Expenditure



- salaries, allowances and related expenses
- ▨ non-salary expenses
- capital expenditure

The information in this report has been verified and the priorities endorsed by the Director of Catholic Schools and the school consultant.