

Annual School Report 2016 School Year

St. Mary's Primary School



Bowraville

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About this report

St. Mary's Primary School is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This *Report* has been approved by the CSO, which monitors school processes to ensure compliance with all NSW BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2017 following its submission to the BOSTES.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 65647369 or by visiting the website at <http://moodle.bwplism.catholic.edu.au/>



1.0 Messages

1.1 Principal's Message

The primary purpose of St. Mary's Catholic primary school is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St. Mary's Catholic primary school offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2016. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St. Mary's has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016:

- The Year 3 NAPLAN results showed significant growth in Literacy and Numeracy.
- The Extending Mathematical Understanding (EMU) intervention in the K-2 class assisted with closing the gap in students' outcomes for our indigenous and non - indigenous students. Overall growth had exceeded previous years' growth with less students being at risk in all mathematical areas.
- The Year 6 students participated in the Religious Education test with some results showing a strong knowledge and understanding of the Catholic Faith.
- All students continue to learn the traditional 'Gumbaynggirr' language, leading to presentations during NAIDOC week for other nearby schools.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2016:

- The school planned traditional and cultural indigenous activities and performances for many visiting Sydney primary and high schools.
- Students in Year 5 and Year 6 attended the Diocese of Lismore Exuro and Incitare programs thereby extending their faith development.
- Students from all stages were involved in assisting in fund raising for the school through the annual World Car Rally held in Bowraville.
- The school actively participated in and raised funds for Caritas and Project Compassion.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- Students achieved representation at school and zone levels.
- All students participated in a school athletics carnival, cross country carnival and walkathon.
- All students participated in our annual Fun in the Sun Run at Scott's Head Beach.

Many people assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St. Mary's school is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Brendan Kiely
Principal



1.2 A Parent Message

This year St Mary's school developed a clear and renewed Catholic identity. The renewed identity came from the School Review and Improvement process held in 2015. This acknowledged the need for St Mary's school to be recognisable and discernible to the wider community. The change included a beautiful indigenous school emblem and a new school uniform design which was created by our community elder Martin Ballengarry.

We continue to enculturate the Mass with the assistance of Fr Shelwin Fernandez and the school's Indigenous Mission Leader Aunty Cheryl Donovan. The school developed a prayer in the traditional language of Gumbaynggirr and fostered inclusion for indigenous families through the annual Family Faith Retreat. Our school continues to support the parish community with morning teas, invitations to special feast days and school functions. Our parent body is active within the school, assisting with the many varied celebrations and activities such as Mother's Day stalls, Father's Day stalls, Easter Raffles, The World Car Rally day and Superhero discos.

Parent education has been a focus for the school this year with parent workshops around Literacy ('How to Read with your child') and Numeracy (Extending Mathematical Understanding strategies). We also welcomed acclaimed indigenous author Anita Heiss to the school to listen to her story and work with parents and students around the craft of writing.

We continue to support the inclusion of Gumbaynggirr language into the classroom lessons thereby enriching our students' lives within the culture.

Michelle Flanders
Parent Representative

2.0 This Catholic School

2.1 The School Community

St Mary's school is located in Bowraville and is part of the Nambucca Valley Parish, which serves the communities of Nambucca Heads, Macksville and Bowraville. School families are drawn from the towns and communities of Nambucca Heads, Macksville and Bowraville.

Last year the school celebrated 112 years of Catholic education.

The Parish Priest Fr Shelwin Fernandez is involved in the life of the school.

St Mary's primary school is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Participation in Parish Sacramental Programs of Baptism, Reconciliation, Eucharist, Confirmation
- Ministries such as Welcome to Country in Language, Altar Serving, Reading and Offertory at School and Parish Masses
- Involvement with and support of the community of Gumbaynggirr Elders
- Support of the local branch of St Vincent de Paul by the Mini Vinnies Team, implementation of the '*Spirit of Jesus*' resource and provision of faith leadership opportunities for all students within the school

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational Values for Catholic Identity and Mission*. This framework underpins all policy, planning, roles and processes within the parish school. Our aim is to



increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

St. Mary's primary school Bowraville caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2016	TOTAL 2015
Male	2	3	2	2	2	1	3	15	16
Female	0	5	2	5	3	0	4	19	20
Indigenous <i>count included in first two rows</i>	1	4	3	6	5	1	4	24	22
EALD (Language background other than English) <i>count included in first two rows</i>	1	4	3	6	5	1	4	24	22

2.3 Student Attendance

In order for students to reach their full potential, it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal. The school uses the attendance coding system adopted in all NSW schools. Staff follow up unexplained absences promptly. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2016 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	81.3	87.9	96.5	94.5	80.1	74.9	93.2	86.9

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	7
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	7
4.	Teachers with recognised qualifications to teach Religious Education.	3
5.	Number of staff identifying as Indigenous employed at the school.	9
6.	Total number of non-teaching staff employed at the school.	7

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96%. This figure is provided to the school by the CSO.

St Mary's was devastated by the unexpected death of Uncle Barry Flanders. His death was a great loss to the school community and to the Gumbaynggirr community.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. It is desirable that every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- The school revamped the Making Jesus Real resource to represent the nature of its development within the school. The 'Spirit of Jesus' complements the current school philosophy of Restorative Justice practices.
- The new design of the School Logo and School Motto – 'Let your Light Shine' Matthew 5:16 underpins all policies and procedures within this Catholic school.
- In working with the wider community, the students were actively involved in the ANZAC DAY march within the town.
- The school's social justice initiative saw our students connect with Sydney high schools to create healthcare packages for the local indigenous community in the Gumbaynggirr nation.
- Staff and students contributed generously to a range of registered charities such as St Vincent de Paul, Caritas Australia and Mission Australia.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- In 2016 the school, parish and Bowraville communities were invited to participate in a review to consider the changing of the school logo, motto and uniform. The review gave the school the



opportunity to address an Annual School Plan goal and consider the necessity of developing a renewed and cultural Catholic identity.

- A new internal structure to classrooms was developed, which led to a more collaborative and flexible teaching and learning style by teachers, and one that was more student centred and personalised.
- The survey of staff and parents led to the appointment of an indigenous student support officer; an appointment which has had resounding results within the school.
- A student leadership survey led to the election of a School Representative Council from across the school K-6.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The school continues to work towards developing 21st Century pedagogy. This pedagogy is underpinned by direction and guidance from the Principal, the Leader of Pedagogy and the Leader of Learning. Staff has worked consistently throughout 2016 to develop a whole school agreed practice around tiers of intervention, EMU, Mathematical problem solving strategies; and reading and writing strategies within the classroom.

Students from Kindergarten to Year 6 have benefitted from many initiatives and changes developed in the classroom by the teachers. These changes include in the introduction of robotics, information technology devised projects and reciprocal/guided reading groups throughout the whole school.

3.2 Student Performance in National Testing Programs

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, five students presented for the tests while in Year 5 there was one student.

In Literacy there were four elements tested. These were reading, writing, spelling, grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St. Mary's, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of St. Mary's school students in each band compared to the State percentage.



Year 3 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School										
Reading	28.1	0	23.7	0	19.0	100	17.1	0	8.9	0	3.1	0
Writing	16.6	0	37.5	20	26.7	60	13.1	0	4.8	20	1.2	0
Spelling	27.4	20	27.0	20	21.7	40	11.5	20	9.2	0	3.1	0
Grammar and Punctuation	34.6	20	18.3	40	19.0	40	20.2	0	4.8	0	3.0	0
Numeracy	19.7	60	19.0	40	22.3	0	24.5	0	11.4	0	3.1	0

Year 5 NAPLAN Results in Literacy and Numeracy

Please note, only one Year 5 student completed NAPLAN. Due to anonymity requirements, no Year 5 NAPLAN results are published.

As can be seen from the table the percentage of students in the top bands in Literacy and Numeracy is pleasing compared to State figures. A number of initiatives have contributed to these results including targeted professional development for teachers, comprehensive differentiation of content to extend and support students as well as personalised learning programs. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the area of Writing and Spelling.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2016 were:

Staff Professional Learning Activity	Date	Presenter
Australian Curriculum: Mathematics	8/4/16	School Leadership Team
Parish School Retreat	26/4/16	Parish School Executive
K-12 Embedded Formative Assessment	20/5/16	Dylan William
Catholic Worldview Permeation	18/7/16	Principal, Leader of Catechesis, Leader of Curriculum

Additionally staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Mathematics: Anita Chin Modules	7	Principal, Leader of Pedagogy, Leader of Learning
Guided Reading Modules	7	Leader of Pedagogy, Leader of Learning and CSO Consultant



Graduate Teacher Accreditation	1	CSO Lismore
Additional Needs Support Training	15	CSO Additional Needs Officer

The professional learning expenditure has been calculated at \$7,297 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Maintenance	New	Catholic Schools Office Intranet
Risk Assessment Guidelines	New	Catholic Schools Office Intranet
Outside Tutors	New	Catholic Schools Office Intranet
School Attendance	No Change	Catholic Schools Office Intranet
Suspension and Expulsion	No Change	Catholic Schools Office Intranet
Workplace Health and Safety	No Change	Catholic Schools Office Intranet
Overnight Excursions	No Change	Catholic Schools Office Intranet
School Bus	No Change	Parent Handbook
Anti-Bullying	No Change	Parent Handbook
Behaviour Management	No Change	Parent Handbook
Complaints and Grievances	No Change	Parent Handbook

4.2 Enrolment Policy

Every new enrolment at St Mary's school, Bowraville requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Pastoral Care Policy/Student Welfare

The school's Pastoral Care Policy promotes the wellbeing, rights, and responsibilities of all students. This policy reflects the mission of the Catholic Church and is concerned with all students and staff having the right of respect, the right to learn or teach and the right to feel safe and secure in the school environment. All students and staff have the responsibility of contributing to a safe, fair and positive learning environment in the classroom and on the playground. To live out this policy the school has adopted various programs aimed at helping and encouraging students to value themselves and experience wellbeing. These programs focus on effective strategies of resilience, self-esteem, social relationships, anti-bullying, drug awareness, health and personal safety. The school's Pastoral Care Policy has been developed in consultation with staff, parents and students.



4.4 Discipline Policy

The principles of restorative justice are embedded in the school's Behaviour Management Policy. These principles include acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships, learning and growing from experience. The policy is regularly communicated to all members of the school community. Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the need to provide a safe and caring learning environment. The policy acknowledges teacher and student rights and responsibilities, and is based on the Gospel teachings of love for self and others. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office or from the school's website

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

Catholic Identity and Mission

- Create a school-based prayer that is clearly articulated and understood by parents, students and staff (Translate into Gumbaynggirr language)
- Develop a clear and renewed Catholic identity that is recognisable and discernible to the wider community
- Renew school Masses and parish celebration through enculturation and inclusion of indigenous families
- Create faith journey book- students baptised at the end of 2016
- Develop a whole school assessment plan and tracking system in Religious Education
- Ensure Making Jesus Real is prominent in the school with spaces identified for ;display focuses and including Making Jesus Real in the newsletter and parish bulletin
- Provide opportunities for Faith development, school visits and student discipleship

Organisation and Co Leadership

- Create a document that clearly outlines the roles of all staff to reflect the changing and dynamic nature of our school
- Create a whole school agreed practice document that reflects our commitment to the strategic school improvement plan
- Trial behaviour and emotional programs such as Friendly Kids Friendly Classroom, Restorative Justice, Traffic Lights, Class Dojo and Emotional Wall
- Develop and embed a whole school behaviour policy that is effective and relevant to the needs of the school

Teaching and Learning

- Renew and restructure Professional Learning Teams to respond to the students' learning needs, flexible classroom and adaptive learning environments as identified by data
- Create a Response to tiered intervention with support from Additional Need Officers
- Investigate current research into successful structures for adaptive learning environments.
- Implement a coaching model and cycles of improvement for leadership goal setting to develop teacher capacity and a culture of self-reflection
- Embed a shared learning vision through the development of a differentiated curriculum

Community and Relationships

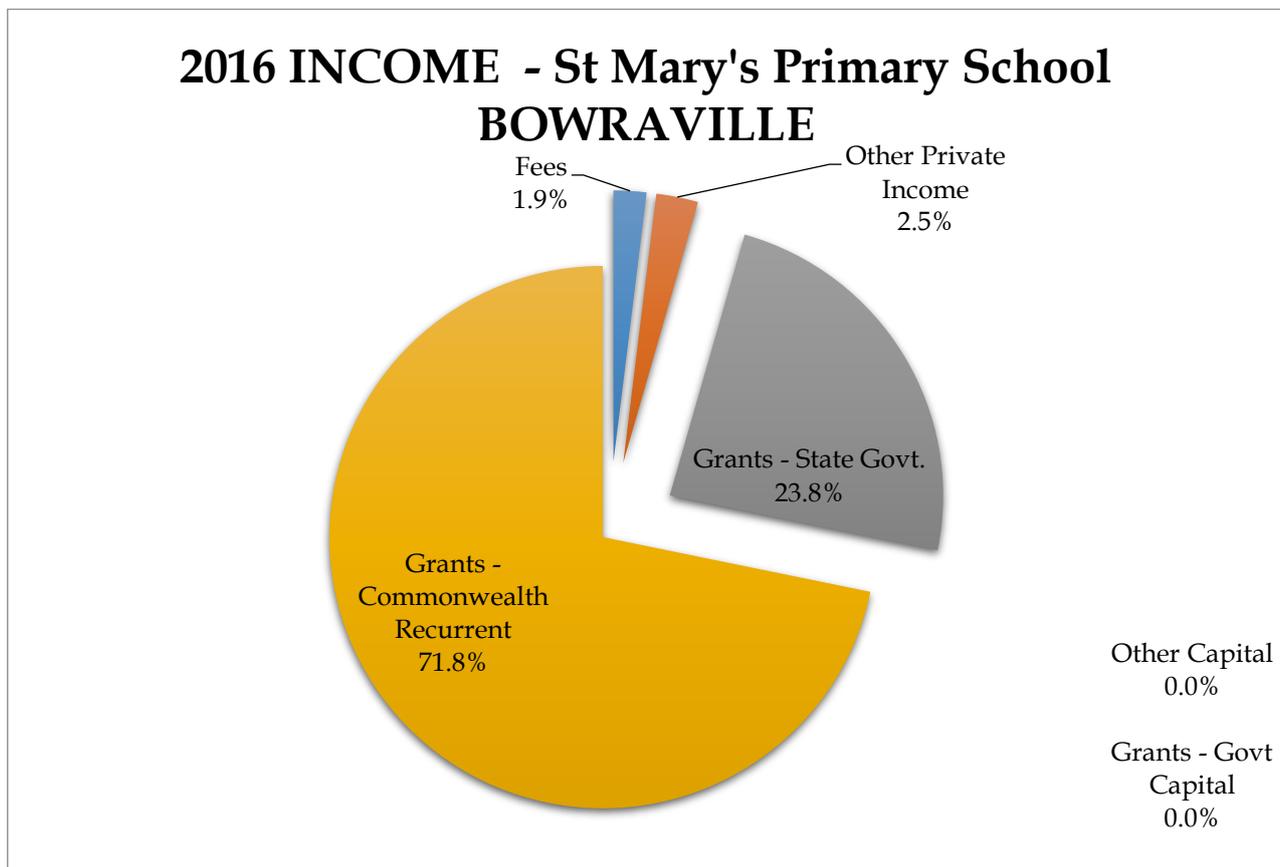


- Collaborate with parents to enable them to participate in and discuss their child's faith and learning journey through regular contact
- Implement opportunities for parent information sessions
- Strengthen communication between home and school
- Allocate staff members to publicise school events and academic success in the local media and be involved in community events
- Create a Yarning Circle garden that is inclusive and available for the school community as well as members of the wider community.

6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2016 is presented below:



2016 EXPENSE - St Mary's Primary School BOWRAVILLE

