

# ANNUAL SCHOOL REPORT

# 2017

SERVICE. LEADERSHIP. JUSTICE.

*Together in Christ*



## St Mary's Primary School, SCONE

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## About the Annual School Report

St Mary's Primary School is registered by NESAs as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

# Messages from Key School Bodies

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## Principal's Message

St Mary's Primary School is a wonderful rural school. The school offers outstanding facilities to its students, staff and parents. The school operates nine single-stream classes.

St Mary's motto is: 'Teach Us Wisdom, Teach Us Love'. In everything we do in the school, the achievement of this motto is paramount. The school seeks to bring lived Catholic values and teachings to all who seek a Christian Education in the Catholic tradition.

The school believes that parents are the primary educators in the faith of their children and that faith formation is a lifelong process. The model for faith formation is where children learn about faith by doing and reflecting on the doing. Care for all in the school community through a strong Pastoral Care presence is central to the environment within St Mary's School.

The school seeks to assist all children to become life-long learners. Numeracy and Literacy is a strong focus. The school actively seeks to meet individual differences in classrooms by employing teaching strategies that ensure all children are catered for through a differentiated curriculum. Excellence in education is a high priority in the school.

Social and emotional learning is highly valued and the 'You Can Do It!' program supports children's social and emotional development. This year, we have become heavily engaged in Positive Education through the Bounceback Programme. St Mary's School is a school that seeks to instil pride, commitment and humour in the children in its care. The children are challenged to achieve their best in an accepting, supportive and friendly environment.

I certify that the information in this report is the result of a rigorous school evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## Parent Body

The Parents & Friends committee continued its positive role within the school community for 2017. The close relationship between the P&F and the school management led to the promotion of social events for parents to build community as well as fundraising events. The P & F also continued the school's involvement in community celebrations like the Scone Horse Festival. The P&F contributed funds to the school from fund-raising activities such as conducting raffles and cake days, a film and a Trivia Night. These efforts enabled over \$18,000 to be raised and donated to the school. The P & F continues to help fund the employment of a Groundsman, the purchase of new books for the Library, the running of the school canteen and clothing pool and assisting needy children for school excursions.

## Student Body

The school's Captains and Vice Captains led the school student body extremely well in 2017. These leaders also participated as members of the Upper Hunter Shire Council Youth Council, which met on a monthly basis. The Youth Council organised movie nights, sports fun days, technology forums and established a specific website for the district's youth.

The school's Student Representative Council operated effectively during 2017. Meetings were held twice a term under the supervision of the Assistant Principal, with the School Captains and Vice Captains meeting again on a further two occasions. Students held their class positions for one term, thereby enabling a large number of students the opportunity to experience leadership. All students had the opportunity to present their ideas through class meetings and these views were conveyed to their Student Representative Council member, who presented these to council meetings. The Student Representative Council conducted formal assemblies four times per term, giving children opportunities to improve public speaking, present reports and have greater ownership over student centred programs.

During 2017, the Student Representative Council took part in and promoted the following programs and activities that raised the profile of St Mary's in the local community:

- Ride2School Day
- National Walk Safely to Schools Day

- Project Compassion – Caritas Australia
- Catholic Missions Appeal
- Assistance to children in Cambodia
- Scone Horse Week Festival
- Anzac Day and Remembrance Day celebrations
- Parish community building events and activities
- Christmas celebrations

## SCHOOL FEATURES

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### History of the school

St Mary's School and Convent were founded on the corner of Kingdom and Hill Streets, Scone. This school was staffed by three Sisters of Mercy from Singleton who were welcomed to Scone by Fr Edmond McGrath in 1887. The school has been situated on the existing site since 1953, the corner of Waverley and Short Streets, Scone.

From the time of establishment until 1982, the Sisters of Mercy had charge of the school when the first lay principal was appointed.

The Sisters of Mercy left the school at the end of 1993. The faith education of the children since that time has been assumed by lay teaching staff. Over the many years that Catholic Education has existed in Scone, the faith community has worked tirelessly to form children in the faith. The skill and dedication of the many priests, religious sisters, teachers, children, parents and friends have borne much fruit in the efforts to bring to life the great faith and Christian traditions that we celebrate and revere today.

### Location/Drawing Area

St. Mary's Primary School serves the Parish of Blessed Virgin Mary, Scone. The school also enrolls children from the towns of Muswellbrook, Aberdeen, Blandford and Murrurundi.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

The land on which St Mary's is built was traditionally owned by the Wanaruah people and visited regularly by the Kamilaroi people. The school serves the Parish of Blessed Virgin Mary Queen of Peace, Scone. The Sisters of Mercy established the school in 1887 in Kingdom St, and still have a presence in our parish. The school was moved to its present site in 1953. The school is based on the teachings of Jesus and the traditions of the Catholic Church. We aim to:

- introduce young people to Jesus; especially through the scriptures and modelling of his actions
- Teach an attitude of thanksgiving and selfless love
- Understand and nurture prayer, sacraments and liturgy
- Teach the sacramental language of ritual and symbol by doing
- Link liturgy to life; Find ways to identify Christian values: 'justice, truth, forgiveness, love, reconciliation and service of one another.'

### Family, Parish and Diocesan evangelising and catechesis

The school is the largest organisation in the parish of Blessed Virgin Mary Queen of Peace Parish. The school and parish have strong links. Fr Peter Thoai is the current Administrator. Classes attend the Friday Parish Mass each week. The Parish uses the school buildings for educational, social and faith development meetings aimed at adults. Mercy Hall was used for a variety of Parish functions. The school works with the Parish authorities to deliver the Sacramental program. The School joins with the parish at Friday Mass at the start of the year to commission the teachers in the parish school. The school organises a Children's Mass on a monthly basis. Members of the school community were involved in the parish gatherings. The final celebration of the year is a whole school Mass in Mercy Hall to thank God for the many blessings education gives our children. Children's liturgy program has continued with the school community being involved. Some individual staff are active members of the Parish.

### Christian Discipleship

St Mary's acknowledges that faith is a gift from God and that as a school we are given the responsibility to help nurture that faith. To help that faith grow, the school links the message of Jesus to prayer and reflection. As part of our Faith development program at St Mary's, staff and students engage in spirituality and prayer activities. The children attend Mass regularly and are also involved in class and school liturgical celebrations.

One full day was set aside for Staff Spirituality and Professional Development and in 2017 the staff held a successful day under the guidance of Bernadette Gibson from the CSO RE & Spirituality Team. The staff is fully supported by the CSO with professional development in the areas of teaching scripture, prayer strategies and implementation of the Maitland Newcastle Religion Syllabus and this assistance was accessed at staff meetings and by attendance at CSO organised Faith Development.

### Religious Education and Curriculum

The school prides itself on the quality of the Religious Education Program offered. The school follows the units of work set out in the Diocese of Maitland-Newcastle Religion Syllabus. These units are made more meaningful by the use of prayerful celebrations throughout the delivery of the program. Children are given opportunities to think and reflect on what it means to be a follower of Jesus in the 21st century. Year 6 participate in the Religion Literacy test each year and achieve creditable results.

### Initiatives Promoting Respect and Responsibility

Social Justice is taught and the children receive many opportunities to show their faith in action. The 'Nine Values for Australian Schooling' in Integrity, Care and Compassion, Doing Your Best, Fair Go, Freedom, Honesty and Trustworthiness, Respect, Responsibility and Understanding, Tolerance and Inclusion, reflect our school's commitment to a Christian, multi-cultural and environmentally sustainable society where all

are entitled to justice and peace. This underpins the principles of our Religious Education policy that focuses on care for self and others. The school was involved in social justice initiatives as outlined in the SRC activities. The school participated in the Anzac Day March and also held a ceremony with an invited guest from the RSL Sub-Branch. Remembrance Day was also celebrated at a special assembly and school leaders attended the wider community ceremony. Project Compassion – Caritas Australia, Catholic Missions Appeal, gathering donations for the St Vincent de Paul Christmas Appeal.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
13	4	11

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

St Mary's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2017

Scholastic Year	Number of Students
K	27
Year 1	42
Year 2	28
Year 3	44
Year 4	22
Year 5	35
Year 6	27
Total	225

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94	90	90	92	94	94	95	93

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. 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 agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

The link between successful student learning outcomes and effective welfare practices is accepted across the school community.

The continued employment of a Pastoral Care Worker under the Federal Government's National Chaplaincy Program for 14.5 hours per week continues to be very successful. The Pastoral Care Worker conducted the "Seasons for Growth" program for three different groups throughout the year. The continuation of a social and emotional well-being program, "You Can Do It!" enhances student welfare. The continuation of Restorative Practices by staff and children furthered the understanding of building and maintaining relationships.

### Discipline Policy

The aims of this policy are set out below

To create a school community where:

- Staff can teach and children can learn.
- Staff and students feel safe.
- Good manners are the norm.
- The gospel values of love, compassion, tolerance, acceptance, forgiveness, reconciliation and justice are easily identifiable.

The Discipline Policy was updated in 2014 to accurately state the proactive approach to discipline in the school. Copies of our full policy can be obtained by contacting the school office in person or sending the school a request and a return email address.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Mary's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

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### School Improvement Plan

- To raise the profile of Religious Education across the school.
- Develop true Professional Learning Community
- Improve level of achievement in numeracy
- To raise the overall standard of Literacy across all Stages.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<ul style="list-style-type: none"><li>- Teachers and students have engaged in the SAP Program</li><li>- PLC development has moved along</li><li>- Reading continues to be a strong component across the school</li></ul>	<ul style="list-style-type: none"><li>- To raise the profile of Religious Education across the school.</li><li>- To provide for our gifted students</li><li>- To review and invigorate our wellbeing provision</li><li>-</li></ul>
<ul style="list-style-type: none"><li>- greater emphasis on problem-solving and deepening knowledge of basic facts, combinations and working mathematically</li><li>- revised scope &amp; sequence developed and adjustments made to planning proforma to reflect this.</li></ul>	<ul style="list-style-type: none"><li>- To enable all staff to access appropriate and necessary Professional Development.</li><li>- To further develop the professional working of Stage teams.</li><li>- To roll out a systematic scheme of Classroom Obs, including mentoring and coaching as needed.</li></ul>
<ul style="list-style-type: none"><li>- All teachers have a deeper understanding of PLC. Greatly increased participation in professional dialogue.</li></ul>	<ul style="list-style-type: none"><li>- To raise the overall standard of Literacy across all Stages.</li><li>- To raise the standard of Writing across all Stages</li><li>- To raise the standard of Numeracy in all Stages.</li></ul>

### Academic Achievements

Students again participated in the Yr 6 RE Test, ICAS testing, the Maths Olympiad and N'cle Permanent Maths Test. Results were in line with previous years. Students participated in Regional Debating, Spelling, Maths and Public Speaking with 3 students reaching Diocesan finals.

During the year, there were a number of opportunities for students to extend their learning through creative 'making & doing' afternoons. The annual Presentation evening highlighted academic achievement in all classes.

### Cultural achievements

Students were able to access tutoring from the Conservatorium of Music. We had scheduled visits from performing artists and authors. Our choir and percussion ensemble performed during assemblies and special occasions. Students were able to again participate in the Kia-Ora three-day Music, Drama and

Dance festival.

## Sporting achievements

Students undertook a systematic sporting program throughout the year. Several of our students progressed to State level in Swimming, Athletics and Cross Country. Many of our students represented at Diocesan level in Netball, Touch Football and Rugby League. We conducted coaching clinics in league and provided in-school instruction in gymnastics and swimming.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	57.50%	73.90%	12.50%	10.00%
	Writing	65.00%	74.40%	12.50%	7.50%
	Spelling	60.00%	68.80%	17.50%	13.10%
	Grammar	75.00%	75.00%	15.00%	10.50%
	Numeracy	58.97%	67.10%	10.26%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	52.78%	63.00%	22.22%	14.60%
	Writing	35.14%	47.90%	29.73%	19.40%
	Spelling	67.57%	63.00%	21.62%	14.10%
	Grammar	64.86%	59.90%	27.03%	17.50%
	Numeracy	59.46%	57.60%	8.11%	14.60%

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	14
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	14
Total non-teaching staff	10
Grand total	24
Percentage of teachers who are indigenous	5

### Teacher Attendance

97%

### Teacher Retention

100% - one teacher on maternity leave

### Professional Learning Undertaken

- CPR
- First Aid Training
- Disability Standards for Education
- Faith Development
- Faith Accreditation
- Understanding Children's Spirituality
- Unpacking the Australian Curriculum – English
- 21st Century Learning Design
- Early Learning K-2 Literacy and Numeracy

- Syllabus Skill Snacks for K-6
- Bounceback
- New Curriculum implementation- implications for planning, programming and assessing requirements
- Teaching a Balanced Literacy and Numeracy Block
- Developing a Professional Learning Community
- Child Protection for new staff

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

### Parent Satisfaction

School enrolment has continued to grow, with no departures due to dissatisfaction with any aspect of the school. There continued to be a high attendance at fortnightly assemblies, rostered liturgies and parent information and interview evenings.

P & F meetings were fairly well-attended throughout the year and a successful calendar of fundraising and social events saw an impressive attendance rate by families.

The school community worked well to resolve any issues.

### Student Satisfaction

School student leaders and class representatives worked under the guidance of the Assistant Principal to discuss and bring to light suggestions for school student activities (eg: Mission Days, inter-school sporting events).

Students gave their enthusiastic support to after-school events and continued to show pleasure and pride in their school by their attendance at local events (eg: Anzac Day) and their wearing of the school uniform.

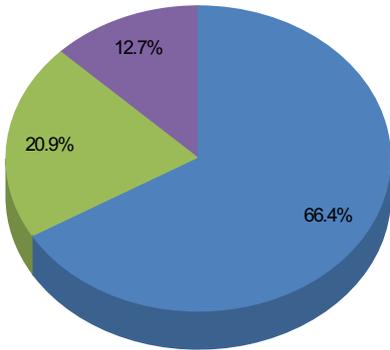
Students happily welcomed the many newcomers to the school (especially those from Asia) and helped them to assimilate quickly).

Behaviour during playtime continued to be of a very high standard with students able to utilise the space and equipment to arrange and conduct their games and activities.

### Staff Satisfaction

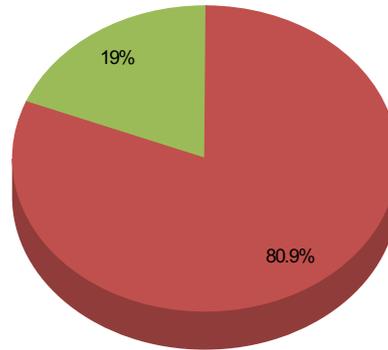
The majority of staff movement was caused by departure for or returning from maternity leave. One temporary teacher left to work in another Diocese; two temporary teachers secured full-time positions for next year. All staff approached their work with energy and enthusiasm, supporting one another. The atmosphere in the staffroom is friendly and jovial. The level of job satisfaction naturally varied throughout the year as the level of expectation in meeting deadlines for reports, programming, etc. appeared and were met.

Income



- Commonwealth Recurrent Grants (66.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.9%)
- Fees and Private Income (12.7%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.1%)
- Salaries and Related Expenses (80.9%)
- Non-Salary Expenses (19%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,893,306
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$594,481
Fees and Private Income <sup>4</sup>	\$362,325
Other Capital Income <sup>5</sup>	\$14
<b>Total Income</b>	<b>\$2,850,126</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$2,945
Salaries and Related Expenses <sup>7</sup>	\$2,160,529
Non-Salary Expenses <sup>8</sup>	\$506,042
<b>Total Expenditure</b>	<b>\$2,669,516</b>

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private

income.

5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**St Mary's Primary School**

**SCONE**

**Phone: 6545 2058**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>