



2018

ANNUAL SCHOOL REPORT

SERVICE. LEADERSHIP. JUSTICE

Together in Christ



www.mn.catholic.edu.au



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

Principal's Message

St Mary's Primary School is a wonderful rural school offering outstanding facilities to its students, staff and parents. The school operates nine classes for just over 200 students.

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 Bounceback program supports children's social and emotional development. This year, we have become heavily engaged in Positive Education and are active participants of the Positive Education in Schools Association (PESA). 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 2018. 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 which enabled over \$12,000 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. The partnership between the school and P&F committee was one of the major aspects that lead to us winning the Monsignor Coolahan Award from School Community in 2018.

Student Body

The school's Captains and Vice Captains led the school student body extremely well in 2018. These leaders also participated as members of the Upper Hunter Shire Council Youth Council, which met twice per term. 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 2018. Meetings were held fortnightly under the supervision of the Assistant Principal. 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 2018, 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:

- 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

History of the school

St Mary's School and Convent were founded on the corner of Kingdon 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 until 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

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 Kingdon 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 and constantly finding 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 built strong links. Fr Peter Thoai is the current Parish Priest. The proximity of the church to the school allows the school community to regularly attend the Friday parish masses. The School joins with the parish at Mass at the start of the year to commission the teachers in the parish school. Each term, a stage hosts a Sunday Parish mass and then provide morning tea. 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 staff volunteer their time and work in 3 groups to deliver the Sacramental program with Fr Peter's and parish' support. These sacraments are celebrated with both school and parish communities present in the church. Children's liturgy program has continued with the school community being involved. Many 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 2018 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 using 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. The students are encouraged to live their faith by participating in many school and community events to help those less privileged. The Religious Education Curriculum is woven throughout all other key learning areas each day.

Initiatives Promoting Respect and Responsibility

Social Justice is taught, and the children receive many opportunities to show their faith in action. In 2018, the school was involved in many social justice initiatives, participated in the Anzac Day March and held a school liturgy. We welcomed family and community members into the school for our NAIDOC Week liturgy

and celebrations. Awareness and fundraising activities were planned for Project Compassion – Caritas Australia, Catholic Missions Appeal, gathering donations for the St Vincent de Paul Winter and Christmas Appeal. Classes regularly attend Strathearn Nursing Home to promote service of others. The Primary students are invited to be involved in the Mini Vinnies team which actively supports the previous causes and organised a Sleep Out fundraiser. To promote stewardship across the school a school garden and recycling initiatives have been introduced.

St Mary's is proud to have a sister school in Cambodia who we totally support by employing a teacher, paying for internet and electricity and all school resources as required. Our students have a close connection with others in need.

Student Profile

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

LBOTE*	SWD*	Indigenous
17	11	9

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	23
Year 1	29
Year 2	42
Year 3	34
Year 4	43
Year 5	20
Year 6	34
Total	225

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
92	89	89	92	89	88	93	90

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

Pastoral Care and Wellbeing

Student Welfare Policy

The link between successful student learning outcomes and effective welfare practices is accepted across the school community. St Mary's is on the journey to becoming a Visible Wellbeing school with the support of Where There's A Will. Positive Education training for all staff has begun. Three delegates from staff attended the PESA conference at Geelong Grammar School.

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 different groups throughout the year. The continuation of a social and emotional well-being program, "BounceBack" enhances student wellbeing. The implementation of Restorative Practices by staff and children and supported by PB4L 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 2016 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.

St Mary's Primary School does not tolerate bullying of any kind. It is our goal to promote a safe environment where individuals may grow and develop. Well articulated, understood and implemented policies and procedures facilitate such a goal and minimise the risk of inappropriate behaviours becoming accepted, tolerated or even endemic.

Restorative practices are utilised to repair relationships which are strained due to bullying. Visible Wellbeing supports victims and perpetrators of bullying through the prevention, reduction and response to bullying behaviour (including cyber bullying).

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

School Improvement Plan

- Staff to be spiritually nurtured while their contribution as a valued and active participant in Catholic Education is supported
- To provide for our gifted students
- To review and invigorate our wellbeing provision
-

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
Professional learning for all staff in RE Curriculum - planning and assessment. Organisation of first staff retreat All staff involved in Parish Sacramental Program showing great school and parish links	A faith formation schedule for the school A new collaboratively developed Mission and Vision Statement A whole school approach to Stewardship of Creation
Formation of the RISE program for Gifted Students Beginning of Regional Gifted Days in Maths Education Staff member devoted to the area of Gifted Education	Development of Professional Learning Teams to provide a deep analysis of data Play based learning in Year K - 2 and into the classroom
The school began a two year partnership with Prof Lea Waters and her Visible Wellbeing Program. All staff trained in Visible Wellbeing Strong Wellbeing committee of staff members Wellbeing week celebrated every term with organised activities for staff and students	Full engagement in the accreditation process for all staff Ongoing commitment to WHS across the school

Academic Achievements

Students again participated in the many diagnostic and standardised assessments such as Yr 6 RE Test, ICAS testing, the Maths Olympiad and Newcastle Permanent Maths Test. Students participated in Regional Debating, Spelling, Maths and Public Speaking competitions.

Participation in the regional Maths days for Gifted children was a chance for like minded and ability students to work with others from regional areas.

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. Our school held a very successful Drama night with all children participating. The

introduction of an Aboriginal Education Teacher helped to create some cultural spaces within the school. Students celebrated Harmony day to welcome all of the students with different nationalities to our school.

Sporting achievements

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

Our school participated in many gala days for netball, touch football, cricket and NRL. The school rugby league teams were successful in local and regional competitions.

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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	61.30%	75.70%	12.90%	8.70%
	Writing	74.20%	71.70%	3.20%	10.00%
	Spelling	71.00%	69.60%	3.20%	12.50%
	Grammar	77.40%	73.10%	12.90%	11.30%
	Numeracy	73.30%	66.80%	6.70%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	66.70%	65.50%	33.30%	12.80%
	Writing	50.00%	43.70%	22.20%	23.40%
	Spelling	50.00%	63.90%	16.70%	13.50%
	Grammar	72.20%	64.40%	11.10%	14.30%
	Numeracy	44.40%	57.50%	22.20%	14.10%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	18
II. Teachers at Highly Accomplished/Lead	0

Workforce Composition

Number of Staff	
Total teaching staff	18
Total non-teaching staff	7
Grand total	26
Percentage of teachers who are indigenous	0

Teacher Attendance

97%

Teacher Retention

93% retention

1 Staff member moved to another school in the Diocese

1 staff member returned to her permanent position in another regional school - her position here was only temporary for a specific project.

Professional Learning Undertaken

Visible Wellbeing

Strategic Planning

Literacy and Numeracy Learning Progressions

STEM activities - Robotics

Early Learning and play based Learning

Professional Learning Teams

Differentiation

Maths assessment and data interpretation

7 Steps to Writing and VCOP

Parent, Student and Teacher Satisfaction

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.

Our internal review as part of the COSI process showed a very positive parent response to our Catholic Identity, catering to the needs of their child and have high expectations for student achievement.

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.

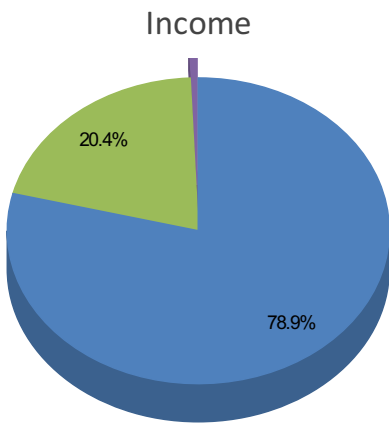
Behaviour during playtime continued to be of a very high standard with students able to utilise the space and equipment to arrange and conduct their games and activities. Attendance at alternative activities to enhance wellbeing during lunch times was always high.

Staff Satisfaction

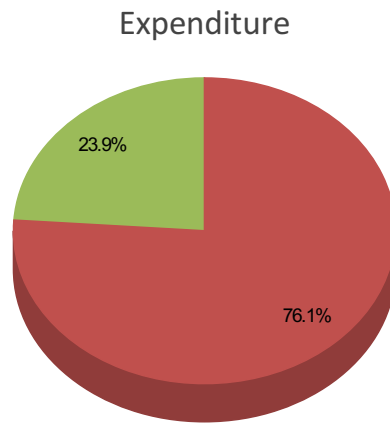
All staff approached their work with energy and enthusiasm, supporting one another. The atmosphere in the staffroom is friendly and jovial. The level of job satisfaction naturally varied throughout the year as the level of expectation in meeting deadlines for reports, programming, etc. appeared and were met.

The staff have enjoyed the focus on staff wellbeing and the school has adopted many ideas and activities to help create the work life balance where possible.

Our internal review as part of the COSI process showed a very positive staff response to our strong sense of Catholic Identity and partnership with the parish, they welcome and appreciate the quality learning environment and resources on offer at St Mary's. They thrive in the positive work environment that has been created.



- Commonwealth Recurrent Grants (78.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.4%)
- Fees and Private Income (0.7%)
- Other Capital Income (0%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (76.1%)
- Non-Salary Expenses (23.9%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,396,274
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$619,768
Fees and Private Income ⁴	\$20,658
Other Capital Income ⁵	\$36
Total Income	\$3,036,736

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$250
Salaries and Related Expenses ⁷	\$2,274,663
Non-Salary Expenses ⁸	\$713,559
Total Expenditure	\$2,988,222

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

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>