



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



St Mary's Primary School Batlow

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Principal

Mrs Christine Baron

Section One: Message from Key Groups in our Community

Principal's Message

St Mary's Primary School located at the foothills of the beautiful Snowy Mountains, prides itself on being a warm, welcoming and inclusive school. Being a small rural school, enables staff, students and parents to be very connected within the school context as well as the local community. St Mary's vision and mission, 'Branch Out, Blossom and Grow', encourages students to reach out to others, aspire to be the best they can be, in a nurtured and Christian environment while following in the footsteps of Mary our Mother. St Mary's School has a special link to the St Mary's Church and Parish Community and are closely connected in supporting each other especially through Sacramental Programs. The staff at St Mary's are skilled professionals who promote a love of learning and inquiry based lessons to help individual students achieve their full potential through dynamic and engaging activities across all learning areas.

Parent Body Message

The Community Council thank the teachers, staff and volunteers for their consistent efforts in achieving a wonderful school learning environment for St Marys. These achievements include excellent results in NAPLAN and ever increasing enrolments to St Marys. Teachers have provided opportunities for the students to have exposure to a number of outside activities and their achievements in sport and Public Speaking have all been exceptional. This year saw some major infrastructure works take place to increase the quality of facilities for the students outside area and to provide much needed shelter for the winter periods. Thank you to Catholic Education for their contribution to these works. We have also upgraded our information systems to enable our school days to run consistently and enable our teachers to share information more efficiently with both students and parents. Community Council look forward to implementing further upgrades and tools for the teachers to ensure that St Marys stays abreast with current trends and learning applications. We acknowledge the wonderful support of our parent body in their commitment to fundraising.

Bev Sullivan Chairperson St Marys Community Council

Student Body Message

As Year 6 leaders, we appreciate the opportunity to assist the Principal, Mrs Baron in organising different events at the school, mainly fundraising. We were able to give donations from our efforts to Caritas, the Batlow hospital and the Missions. We were encouraged to take on an area of leadership at school and were able to assist in presenting our own Leadership Awards at School Assemblies. We especially enjoy the role of caring for our Kindergarten buddy and helping them settle into school life. We would like to thank the teachers for their support across the year and for providing us with many different opportunities to be successful school leaders.

Year 6 Leaders-Corinne, Skye, Cameron E, Peter, Cameron M and Jack

Section Two: School Features

St Mary's Primary School is a Catholic systemic Co-educational School located in Batlow.

The school caters to the learning needs of students from Kindergarten to Year 6, and has an enrolment of 54 students. The school context is changing to meet the needs and create inclusive opportunities for a more diverse cross section of students from ESL backgrounds, Aboriginal heritage and with learning disabilities.

During 2016, extensive work has been carried out on the school building and playground to improve disability access to all areas of the school environment. These works also included modifications to the infants classroom to provide a more flexible and dynamic learning area for our younger students. The school also upgraded an unused hallway to provide a contemporary and quiet, relaxing area for students to enjoy reading or quiet activities. Beanbags, coloured cushions and shelving have added an aesthetic quality to this area which houses a variety of reading materials as well as students own published works.

St Mary's offers a one to one iPad program for students from Kindergarten through to Year 6. This allows students more flexibility to engage in creative and diverse learning tasks. Students are able to take the iPads home for homework task with teaching staff using apps such as Google Classrooms to enable students to access engaging and flexible homework activities.

During 2016 the Kids Matter Mental Health and Well Being Program was introduced to support social, emotional and academic success. This program will be continued in 2017.

St Mary's prides itself on its involvement and support in local Batlow community events such as The Batlow Apple Blossom Festival, ANZAC Day as well as visiting the elderly and preschool children. These programs build supportive and positive school relationships in the local community.

The students have also been involved in many sporting and educational opportunities such as Footsteps Dance, Tennis, and a Gymnastics program as well as representation at Western Region and Archdiocesan events. Several excursions throughout the year, funded mainly through the ORSS program enabled the Upper Primary students to experience three days in Sydney, while Years 2/3 visited a wetlands area and K/1 experienced a theatre production and zoo visit in Canberra. These excursions all support HSIE and Science based school programs. The Sporting Schools Funding enabled students to experience sporting activities such as gymnastics, tennis, table tennis and a dance program.

St Mary's is proud of its continuing tradition of providing a quality education to the Batlow community since 1923.

The school's website can be found at www.stmarysbatlow@.nsw.edu.au

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Mary's has a strong sense of history, established in 1923 by the Sisters of St Joseph's. The Josephite tradition still remains a focus within the school today, despite the departure of the sisters many years ago. .

St Mary's has strong links to St Mary's Church and parish. 2016 saw the return of an administrative priest and support priest to work in the local area and once again offer Sunday Mass on a regular basis to the parishioners as well as for school celebrations at least once per term. Parishioners and school families continue to support Sunday Mass/liturgies ensuring that the church still remained a viable part of our school and community. The Parish Sacramental program is fully supported by the school.

The school vision statement was introduced in 2015. This statement was endorsed by the school community and identifies St Mary's as part of the local community. Our St Mary's Vision and Mission statement 'Branch Out, Blossom and Grow at St Mary's' underpins the Catholic ethos of our school community. Branch out and aspire to achieve your best, Blossom an enthusiasm for learning, Grow in gentleness and compassion like our Patron Saint Mary. It encompasses the rich symbolism of the community of Batlow and the students' sense of pride and commitment to their local community. It also embraces Mary the Mother of God as our school's patron saint.

St Mary's Primary School Batlow follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. St Mary's Catholic Primary School is proud to proclaim its Catholic identity to the community and the Catholic culture of the school has continued to grow.

At St Mary's we aim to integrate the school's Religious Education program into the whole curriculum to ensure that the children come to follow Jesus in the Catholic tradition, developing values and attitudes that could be described as essentially Catholic. Meaningful lessons in Religious Education are part of the school day and Gospel values and attitudes permeate all aspects of school life.

Once a week, the whole school gathers to pray together and reflect. We have used this time for the focus on and integration of Making Jesus Real. From MJR we have introduced elements into our Pastoral Care Policy and these are modelled and shared through our prayer gathering. It is also a valued opportunity to model the importance of prayer and reflection in our own personal lives.

Throughout 2016, the students held various raised fundraisers for Caritas, Catholic Missions and St Vincent de Paul and donated the proceeds to the support the needy globally and also within our own community. All students visited the local Daycare for the elderly of the community throughout the year where they sing songs and share their work with the residents.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
28	26	3	54

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2016 was 89.09%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91%
Year 1	91%
Year 2	89%
Year 3	90%
Year 4	88%
Year 5	88%
Year 6	87%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;

- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
6	5	11

* This number includes 4 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	11%
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Professional Learning

Staff at St Mary's are highly professional and dedicated to their profession of educating the students. All staff have been involved in professional learning during the year. The staff value these opportunities to develop their skills and understandings to support best practice. Professional learning has included whole staff days, subject specific professional development courses, meetings, twilight and conferences. The main content of the PD days was as follows: First Aid/CPR/Anaphylaxis, Spirituality Day, Literacy Blocks, Numeracy, STEM technology and Kids Matter.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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.

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2016

Key improvements planned for 2016 include:

- continuation of strong improvement trends in literacy and numeracy development
- continuing to develop Inquiry based learning in Literacy supported by Adjunct Professor Kaye Lowe
- developing engaging literacy blocks that support Sustained Silent Reading (SSR), Sustained Silent Writing (SSW) and literacy groups.
- Improvements to school learning areas to support literacy and reading eg reading area in hallway, outside reading area
- Introduction of KidsMatter to support a whole community mental health program
- Upgrade of outdoor and playground school infrastructure facilities to cater for the diverse range of learners in our school community
- Parent Information Evenings re literacy
- Ongoing Professional Development opportunities for all staff
- Opportunities to enrich the relationship between school and the parish community

Priority Key Improvements for 2017

Key Improvements for the 2017 school year include:

- Developing whole staff understanding of the pedagogy around inquiry based learning.
- Whole school agreement around the collection and analyse of student data
- Parent Information Evenings to support parent concepts around literacy and numeracy
- Continuing to develop Literacy Blocks that support SSW, SSR and literacy groups
- Development of rich tasks that support differentiation
- Continued development of staff RE accreditation through professional Development opportunities to enrich faith development.
- Continued upgrade of school playground facilities and classroom learning areas to support
- Continuation of strategies to support Mental Health and Well Being programs

Section Eight: School Policies

Student Welfare Policy

The aim of the St Mary's Pastoral Care Policy is to ensure a consistent, caring and positive approach to behaviour management, ensuring everyone is treated with dignity and respect and to value each person as an individual. With Jesus Christ as our model, we aim to develop a truly Christian community that endeavours to give witness to Gospel Values and lives out our school vision statement, Branch Out, Blossom and Grow at St Mary's'. We believe that as a staff, we are committed to modelling responsible behaviour to the students in our care and dealing with them at all times in a fair and consistent manner. The school implements support structures and programs which prioritise and address the identified needs of individual students or the school as a whole. The school's policy has incorporated the values of the 'Making Jesus Real' Program that encourages exemplary behaviour modelled on the person of Jesus Christ. Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

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

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

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The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <http://cg.catholic.edu.au>.

St Mary's 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. A full text of the school policy is available on the school website or from the Front Office.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers.

Parent Satisfaction

General feedback and a survey from our parent body affirmed the ongoing support for and of our school. Parents and carers acknowledged the great care and support provided to their children in all aspects of school life. The use of technology as an integral part of teaching and learning was highlighted as a robust aspect of our school. The support of parents, grandparents and friends was evidenced in their active participation at school. Parents present and past and grandparents volunteered for many of our school activities. Many parents assisted with the many successful St Mary's school based activities and school sporting events. Parents/Carers are also grateful for the cultural opportunities that are made available to all students and the strategies and activities that support students with need.

Student Satisfaction

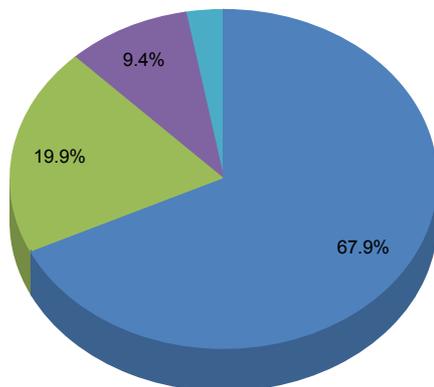
Students at St Mary's have a genuine care and love of their school in many areas of school life including opportunities to represent their school in many sports, The Aspirations Program and cultural activities. The students looked forward to receiving awards that focus on our vision statement 'Branch Out, Blossom and Grow'. They feel comfortable with their teachers, their friends and felt safe and secure in the school environment. They affirmed their excitement and endorsement in being able to have access to iPad's in their learning. Year 6 students expressed satisfaction in the opportunity to be a school leaders and assist in organising fundraising events to support those in need and our local community.

Teacher Satisfaction

Staff at St Mary's are extremely dedicated and committed to its success. They expressed a genuine love for the school and the people associated with it. Staff enjoyed learning together in trialling new initiatives. They appreciated time given to them to develop Literacy programs using the the Inquiry based pedagogy. Teachers appreciated the one on one support with an expert Catholic Education CoSA consultant.

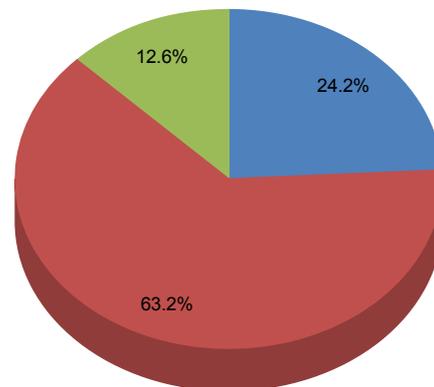
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (67.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.9%)
- Fees and Private Income (9.4%)
- Other Capital Income (2.8%)

Expenditure



- Capital Expenditure (24.2%)
- Salaries and Related Expenses (63.2%)
- Non-Salary Expenses (12.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$686,735
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$201,055
Fees and Private Income ⁴	\$95,180
Other Capital Income ⁵	\$28,780
Total Income	\$1,011,750

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$298,062
Salaries and Related Expenses ⁷	\$779,864
Non-Salary Expenses ⁸	\$155,353
Total Expenditure	\$1,233,279

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.