

2015

annual school report



St Mary's Catholic Primary School,  
Toukley

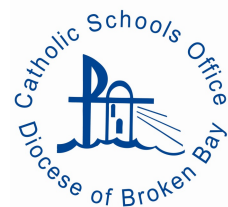
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## ABOUT THIS REPORT

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St Mary's Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### Principal's Message

St Mary's is a welcoming, inclusive school where an explicit, positive and rich expression of Catholic life and mission is strongly evident. The vision of "shared leadership" and "shared wisdom" is valued as an important aspect of our school. Throughout 2015, we continued to build a collaborative culture of continuous improvement.

Throughout the year strong links with the parish and parent community continued to be established through open, trusting relationships based on integrity and deep respect. As a school community we continue to be blessed with resilient, wonderful, positive and accepting children; hope-filled, student-centred staff; and very supportive parents.

The pastoral care and wellbeing of students, staff and parents is paramount at St Mary's. The connectedness evident at our school (students, staff and parents) is based on strong relational trust, something we constantly work hard to build on across our community.

### Parent Body Message

Parents and carers at St Mary's see the school as an inclusive community and a place where the social, emotional, physical and educational needs of children and families are prioritised. 2015 was a very positive year. The number of parents and carers who actively engage in our school community has steadily increased, leading to higher parent satisfaction and increased learning for parents. Parent Workshops were held throughout the year with a focus on Maths, spelling and wellbeing. Through parents' and carers' enthusiasm and willingness to participate in these various workshops, along with genuine interactions and conversations with staff, the relationships between parents and carers and the school have been strengthened. Families have also benefited from the generous provision of spiritual, pastoral and family support. Activities such as parent reflection mornings, *123 Magic* parenting workshops and child focused programs including *Seasons for Growth* and *Let's Do Lunch* have resulted in the school being seen as much more than just a place for children to learn.

### Student Body Message

St Mary's is a happy place where children feel welcome and love to learn. At our school all senior students are viewed as leaders and throughout 2015 they have had the responsibility to carry out many important leadership roles. From running weekly assembly, to helping our Kinder Buddies and providing playground support for restorative practices, there was always something in which to get actively involved. During 2015, the *Mini Vinnies* team worked hard on a variety of projects, we enjoyed a wonderful school feast day, celebrated our first Grandparent's day and had lots of fun creating and presenting our items for the K-6 STARS competition. The children at St Mary's love getting involved and having a go. We really enjoyed the many fun days involving parents, teachers and students, particularly the teachers vs Year 6 touch football game! We love

belonging to our school community and are proud to say that we go to St Mary's Toukley.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Mary's Catholic Primary School Toukley, is a Catholic systemic co-educational school.

Our school is a welcoming, positive, hope-filled and inclusive school community. Students are encouraged to deepen their relationship with Jesus through participation in the rich prayer and liturgical life of the school. St Mary's is a place where our Catholic faith and values underpin everything we do.

St Mary's has a focus on learning. Based on sound, educational research, we have a coherent approach to learning that sets high expectations for the students in a supportive environment. Embedded in our school is a collaborative culture of continuous improvement, where we continually challenge ourselves to become a better school. We recognise and value the importance of embracing and building St Mary's as a professional learning community. Our learning culture is characterised by its clarity of purpose, critical teacher inquiry and an action orientation that, together, result in improved student learning. Learning is important at our school.

Our school provides a nurturing environment in which every member of the community is valued, respected and encouraged to reach their full potential. It is important that the unique Catholic nature of our school becomes evident through the network of genuine relationships in our community - relationships that are built upon strong relational trust where deep respect for each other is obvious. People are important at our school.

At St Mary's, we believe a balanced education is important. Consequently, our students enjoy a wide range of learning, sporting, musical and social justice opportunities. We endeavour to help our students develop their skills, resilience and talents, along with a strong sense of compassion and justice, so that they will make a positive difference in our community. An awareness of and deep respect for difference is embedded in the inclusive culture of our school. Our students enjoy a very strong sense of belonging which is strengthened by the consistent support and encouragement that exists within the St Mary's community.

As part of our school's collaborative culture of continuous improvement, each group within our community has responsibilities. Each group - parents/carers, teachers, students, support staff and the leadership team - has constructed a set of shared values or collective commitments. Collective commitments identify the actions, behaviours and commitments necessary to bring our school's vision to life. Living these collective commitments helps make St Mary's a dynamic faith and learning community.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 261   | 238  | 19     | 499            |

\* Language Background Other than English

Over the past ten years, our school has grown from 352 students (2005) to 499 students (2015). All grades currently have three classes, except for one cohort.

### Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2015 was 91.94 %. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |        |        |        |        |        |        |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 92 %                           | 93 %   | 92 %   | 92 %   | 93 %   | 91 %   | 91 %   |

### 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. In doing so, the School, 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 non-attendance 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 officer 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 School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).



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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2015:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 30                    | 11                       | 41             |

\* This number includes 20 full-time teachers and 10 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

| Teacher Qualifications |  | Number of Teachers |
|------------------------|--|--------------------|
| 1                      | Those having formal qualifications from a recognised higher education institution or equivalent.   | 30                 |
| 2                      | Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 0                  |

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

|       |                     |
|-------|---------------------|
| Day 1 | Maths               |
| Day 2 | History             |
| Day 3 | Religious Education |



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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

St Mary's Catholic School, Toukley was established in 1973. Our school motto, Faith, Love and Understanding, articulates that as Catholics we are called to be disciples of Jesus who share our faith, love and understanding with all we meet. Our Vision and Mission Statement empowers us to live, learn and grow as disciples of Jesus. St Mary's is a welcoming, inclusive and evangelising Catholic community and we endeavour for this to be experienced by every member of our school community, daily.

Through professional learning, opportunities for teachers' spiritual growth, and the development of teaching activities focused on scripture, we were able to work towards deepening and strengthening our students' and parents' relationship with Jesus through scripture, our 2015 School Improvement Plan (SIP) goal.

As Catholic educators we are committed to providing quality teaching in Religious Education (RE). Our Catholic values resonate through all Key Learning Areas (KLAs) and underpin the relationships in our unique Catholic community. We recognised a need for more focused professional learning (PL) based on the development of thought-provoking classroom activities around scripture, while revisiting the Religious Education syllabus and programming requirements. Seven staff continued to undertake theological studies, while four finished their studies attaining either a Graduate Certificate or Master of Theology. Scripture and Mercy were the focus of staff meetings and a staff spirituality day.

We value the partnership between the school and parish communities. This relationship is fostered through experiences including liturgical celebrations which involve student participation K-6, prayer opportunities and sacramental programs. In addition to the classroom experiences that were part of each Religious Education unit of work, students engaged in a range of experiences that contributed to their faith formation as disciples of Jesus and strengthened their relationship with God. These activities included *Mini Vinnies*, students actively leading social justice initiatives (for example, Project Compassion and the St Vincent de Paul winter and Christmas appeals) and Mission Month. Student representatives attended the Diocesan Mission Mass in October and our Year 6 students attended the annual Cluster Mass at The Entrance. In 2015 St Mary's witnessed the following number of students celebrate the sacraments: Confirmation (67), Reconciliation (54) and Eucharist (47).

Through authentic, quality Religious Education programs and opportunities to experience their faith alive in the world, St Mary's enables students to live out their Catholic values and call to discipleship.

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## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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### Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Our 2015 SIP Learning and Teaching goal was to increase learning gains of all students in spelling. Intentional and high quality teaching, learning, assessment and feedback, coupled with the tracking and monitoring of targeted students, were pivotal to our daily work.

We continued to embed the practices of our numeracy and literacy coaches. Our numeracy and literacy coach roles incorporated:

- professional learning: planning and leading professional learning opportunities based on the school's and individual teachers' needs. Such professional learning sessions took the form of staff meetings, half-day professional learning blocks, grade meetings and staff development days.
- classroom support: modelling specific strategies, co-planning lessons, providing advice and guidance, deconstructing lessons, affirming and listening, analysing and providing critical feedback
- parent education: providing parent education sessions for parents in both English and Maths.

Throughout the year, considerable professional learning occurred, enabling teachers to enhance and develop student learning. Teachers at St. Mary's had many valuable opportunities to discuss student and teacher development through structured meetings and staff development days. In Maths and English, half day professional learning sessions, including a twilight Maths staff meeting, enabled teacher capacity to be further developed.

An education officer (English) worked with K-2 teachers to further develop their knowledge and skills around reading and writing in the K-2 classroom. These sessions were in the form of half day PL. Teaching of spelling was also modelled by the education officer across each stage group throughout the school.

The Year 1 *learning model* was initiated at the beginning of Term 2 with the aim of increasing learning gains for all children in Year 1. This cohort of children was identified as being at risk for a variety of reasons. The learning model team met fortnightly to collaborate and engage in collective inquiry regarding teaching practices and students' levels of achievement. Data analysis was used to plan future learning and instruction.

Staff meetings and a staff development day were dedicated to familiarising teachers with the new History K-6 syllabus. Included in these sessions were structured, scaffolded opportunities to write units of work for 2016.

Valuable support in the form of professional learning was given to early career teachers as well as teachers who were engaged in further formal study. Several teachers attended Observation Survey training to assist students falling below minimum standards by utilising new or refined instructional strategies.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

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 the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

| NAPLAN RESULTS 2015 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>3           | Grammar and Punctuation | 57.40 %                          | 52.20 %   | 1.30 %                              | 10.70 %   |
|                     | Reading                 | 54.60 %                          | 48.20 %   | 9.30 %                              | 11.00 %   |
|                     | Writing                 | 81.30 %                          | 46.80 %   | 1.30 %                              | 7.40 %    |
|                     | Spelling                | 46.60 %                          | 41.20 %   | 9.40 %                              | 14.80 %   |
|                     | Numeracy                | 30.60 %                          | 33.50 %   | 13.30 %                             | 15.00 %   |

| NAPLAN RESULTS 2015 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>5           | Grammar and Punctuation | 41.50 %                          | 35.90 %   | 9.40 %                              | 16.60 %   |
|                     | Reading                 | 44.50 %                          | 33.50 %   | 9.30 %                              | 18.10 %   |
|                     | Writing                 | 28.30 %                          | 19.10 %   | 7.50 %                              | 17.60 %   |
|                     | Spelling                | 39.70 %                          | 32.60 %   | 7.50 %                              | 15.30 %   |
|                     | Numeracy                | 44.40 %                          | 27.80 %   | 7.40 %                              | 15.80 %   |

### NAPLAN Comments

Our Year 3 students' achievements in all areas of literacy exceeded state and national figures in

terms of the percentage of students in the top two bands. Achievements in writing were particularly strong with 81.30% of students achieving in the top two bands compared with 46.80% of students nationally. A number of initiatives have impacted on these results including current teaching programs and early intervention strategies, coupled with significant professional learning opportunities for teachers.

Favourable student growth was recorded with the Year 5 cohort, shown by comparing the Year 5 2015 data with their performance in Year 3 2013. In all strands of literacy and numeracy the percentage of Year 5 students in the top two bands has exceeded that of national peers. Initiatives including intervention and enrichment strategies have proven to have a positive effect on our Year 5 students' learning.

Comparison to statistically similar schools, as seen on the *My School* website, indicates St Mary's achievements were strong across both cohorts.

Trend data indicates improved results in spelling. In line with our 2015 SIP goal, spelling continued to be an area of focus throughout the year.

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

St Mary's has many pastoral care and wellbeing procedures firmly embedded as a vital part of its culture. Our journey as a *KidsMatter* school began in 2007 and current initiatives are overseen by a representative group.

Ongoing professional learning during 2015 looked at emerging changes in research and reinvigorating our STARS (see below). New staff were inducted and trained in our practices and procedures around restorative practices and the resilience program *Bounce Back*. These practices improve students' social and emotional wellbeing.

The well-structured, welcoming approach of our Kindergarten transition program allows new students and families to feel connected and helps create a sense of belonging. The class parent team is a positive network for communicating, promoting events, encouraging participation and building a strong sense of community. Both are important initiatives at our school.

Pastoral care is the responsibility of all members of the community. With the continued excellent work of our family liaison officer (FLO) there was an even stronger, more positive link between home and school thus strengthening the pastoral care at St Mary's.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.



High expectations of behaviour and strong discipline are integral to the success of students at St Mary's. St Mary's uses the *KidsMatter* framework. Positive behaviours are encouraged and supported by our acronym, STARS:

- Share fun
- Think safe, act safe
- Act responsibly
- Respect all that God has made
- Speak with kindness.

All members of staff share a strong common understanding of the Behaviour Management policy and practices. These are communicated to all students in age appropriate ways at assemblies and in classrooms, displayed on signs and reinforced with STARS awards.

Restorative practices are employed to ensure that relationships are preserved and restored wherever possible.

Consequences for negative behaviour are fair and commensurate with the behaviour.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the [Pastoral Care Policy for Diocesan Systemic Schools](#) and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

St Mary's again participated in the national day of action against bullying and violence in 2015, *Bullying - No Way!* This helps to raise awareness and empower students to act in the event of witnessing or experiencing bullying.

As part of the Personal Development strand of PDHPE, each class learns about bullying through the *Bounce Back* program. This program educates students about face-to-face bullying, covert bullying and cyber bullying. The students learn what to do, who to tell and how to react, whether they are directly involved or whether they are a bystander. Lessons are centred around positive thinking, being a positive tracker, being a good friend and the importance of speaking out. Teaching students proactive strategies builds their resilience and self esteem and helps make them more "bully proof".

It is also important and necessary for teachers and the school leadership team to work with any student who may be showing bullying behaviour. Bullying is not tolerated.

### **Complaints and Grievances Policy**

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A

distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Initiatives Promoting Respect and Responsibility**

St Mary's is a proud *KidsMatter* school, meaning that there is a strong focus on recognising the importance of children achieving positive outcomes that relate directly to the skills of social and emotional learning.

2015 saw St Mary's continue to focus on student mental health and wellbeing by teaching children skills for positive relationships in order to develop respect and responsibility. The social and emotional learning framework consists of five skills/strategies, these being: self-awareness, social awareness, self-management, responsible decision-making and relationship skills. These competencies help students to develop and promote respect and responsibility.

Continued professional learning was undertaken to ensure that positive relationships continued to build on the basis of compassion, trust, forgiveness, acceptance and inclusion.

Because St Mary's recognised the importance of building and maintaining positive relationships and the impact of being a *KidsMatter* school, procedures, programs and frameworks were introduced. These included: restorative practices, STARS and *Bounce Back*.

The restorative practices approach remained an important focus in the link to maintaining positive relationships. The restorative practices approach looks at exploring the conflict, focusing on the relationship, finding possible solutions and learning to move forward. Again, students are encouraged to be respectful and aware of others.

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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### Key Improvements Achieved

During 2015 our Mission SIP focused on deepening and strengthening our students' relationship with Jesus through scripture. Teachers were engaged in a variety of professional learning opportunities. Such opportunities allowed teachers to feel more confident in providing rich teaching activities and learning experiences to assist students to unpack and gain greater meaning from scripture.

Spelling was the focus of our Learning and Teaching SIP. Our two literacy coaches led many professional learning sessions aiming to build teachers' knowledge around how children learn to spell. Through the work of the coaches in modelling strategies, co-planning, deconstructing lessons, affirming and providing critical feedback, the capacity of teachers continued to be built. In order to optimise learning gains of students, two parent workshops were also held.

Ensuring that everyone in our community knows about *KidsMatter* was the focus of our Wellbeing SIP. This was achieved through ongoing, open, frequent communication with parents and through continuing to foster social and emotional learning in the children. Sound mental health and wellbeing is strongly linked to academic learning gains.

### Priority Key Improvements for Next Year

For next year, our goal will be to explicitly develop our work as a professional learning community (PLC). St Mary's began the journey as a PLC a number of years ago. Moving forward into 2016, building from our work to date with a commitment to continuous improvement, we plan to focus on the three 'big ideas' that guide every process of a PLC:

- Focus on learning - the purpose of our school is to ensure all students learn at high levels.
- Building a collaborative culture - helping all students learn requires a collaborative and collective effort.
- Focus on results – in order to assess our effectiveness in helping all students learn, to inform and improve our professional practice, and to respond to students who need intervention or enrichment, we must focus on results.

Our goal is to improve student learning through clarity of purpose, critical teacher inquiry and an

action orientation. To guide us through this process we will use the DuFour four 'critical questions':

- What do we want our students to learn?
- How will we know when they have learned it?
- How will we respond when some students don't learn?
- How will we respond when students have learned?

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## SECTION TEN: COMMUNITY SATISFACTION

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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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

The parents of St Mary's value the welcoming and inclusive nature of the school. They are active members within the school community and are regularly present and volunteering at sporting events and special celebrations held throughout the year. During 2015, an increasing number of parents participated in various parent workshops to better enable them to assist and support their children's learning. The parents of St Mary's have identified that they highly value and appreciate these opportunities to become more involved in their children's education. Teachers are valued by the parents of St Mary's. Parents recognise the importance of teachers creating an encouraging and nurturing learning environment where children become confident learners, striving to meet the high expectations set for them. The families of St Mary's have benefited from the support of the pastoral care, spiritual and educational opportunities that have been provided throughout the year.

### **Student Satisfaction**

The students of St Mary's are positive, hope-filled and compassionate young people. They feel that they are provided with many opportunities and are encouraged to achieve their personal best, whether it be academically, socially or on the sporting field. Students identified the importance of building and maintaining strong, positive relationships and value their friends, teachers and learning. Students also recognised the importance of feeling valued, respected and treated equally and fairly. They feel that St Mary's is a safe and inclusive school, where each child is encouraged to participate and 'have a go'. Students also identified that they felt privileged to have wonderful facilities such as the playground equipment, oval, computer lab, library and a wide variety of resources.

### **Teacher Satisfaction**

The staff at St Mary's identify themselves as life-long learners. They feel valued and supported in their learning, professional development and daily work as teachers. Professional development has been at the forefront during 2015, with particular focus on spelling, Maths and History. Literacy and numeracy coaches have played an important role in job-embedded learning for teachers. Coaches act as mentors, as well as providing in-classroom support and guidance.

Leadership team members also work with staff to provide support at a grade level. Each grade has a year coordinator appointed from the leadership team. This person leads and acts as a point of contact or reference for each grade. Beginning teachers are also offered guidance and

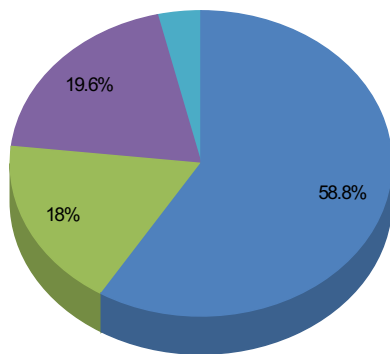
support from a teacher mentor.

Relationships are important at St Mary's. Teachers identify the importance of building and maintaining positive relationships with each other, parents, students and the wider school community. Staff value the sense of belonging and connectedness that comes from forming these strong partnerships.

## SECTION ELEVEN: FINANCIAL STATEMENT

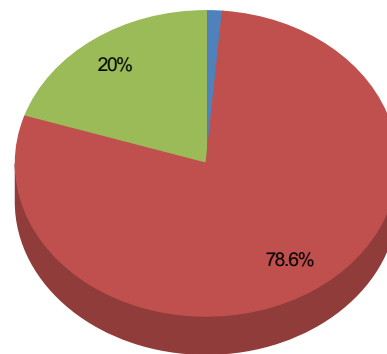
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (58.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (18%)
- Fees and Private Income (19.6%)
- Other Capital Income (3.7%)

Expenditure



- Capital Expenditure (1.4%)
- Salaries and Related Expenses (78.6%)
- Non-Salary Expenses (20%)

| RECURRENT and CAPITAL INCOME  |                    |
|-------------------------------|--------------------|
| Commonwealth Recurrent Grants | \$3,169,024        |
| Government Capital Grants     | \$0                |
| State Recurrent Grants        | \$971,706          |
| Fees and Private Income       | \$1,054,710        |
| Other Capital Income          | \$198,052          |
| <b>Total Income</b>           | <b>\$5,393,492</b> |

| RECURRENT and CAPITAL EXPENDITURE |                    |
|-----------------------------------|--------------------|
| Capital Expenditure               | \$65,527           |
| Salaries and Related Expenses     | \$3,766,177        |
| Non-Salary Expenses               | \$958,465          |
| <b>Total Expenditure</b>          | <b>\$4,790,169</b> |