



St Mary's Catholic Primary School Toukley

2012 Annual Report



Principal: Mr Kevin Williams

Address: 458 Main Road
NORAVILLE NSW 2263
Phone: (02) 4396 5100
Fax: (02) 4396 5101
Web: www.smtddb.catholic.edu.au



1. Message from Our School Community

1.1 Message from the Principal

St Mary's Catholic School, Toukley 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 important aspects of our school. Throughout 2012, we continued to build a collaborative culture of continuous improvement.

Throughout the year strong links with the parish and the 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.

Our supportive P&F was instrumental in creating an exciting, new outdoor play area for the children.

1.2 Message from the Parent Body

The introduction of the school's Restorative Justice (RJ) Programme, particularly the presentation of the programme to the parents, was highly beneficial to building greater understanding.

Regular parent workshops foster parental engagement.

Parents are kept well informed of school happenings and are offered many opportunities to become involved. There is a strong and positive relationship between the parents and the school.

P&F/DPC Representative

1.3 Message from the Student Body

Our school views every Year 6 student as a leader. In 2012 the Year 5 students had the opportunity to learn about Restorative Practices and be trained as Playground RJ Helpers, providing simple support where needed to restore relationships. As senior students we also assisted with our School's Feast Day celebrations and it was a wonderful day for everyone.

The Student Parliament members from both Years 5 and 6 ran weekly assembly and worked with the Mini Vinnies members to raise awareness and funds for worthwhile causes globally and locally.

All the students are proud to be a part of such a good school with so many opportunities.

Student Parliament



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
225	213	7	20	438

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
25	0	0	25

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2012 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 100%.

2.5 Teacher Satisfaction

Staff indicated that they felt very satisfied working in this positive learning community to achieve the best possible outcomes. There is a strong emphasis on challenging all learners and teachers derived much satisfaction from seeing children progress. Staff expressed high levels of satisfaction with the strong relationships and collegiality at St Mary's.



2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95%
1	93%
2	95%
3	97%
4	96%
5	95%
6	92%

The average student attendance rate for 2012 was 95%.

Management of 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 Education Act 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 Catholic Schools Office and the relevant Department of Education and Training 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 Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.



2.7 Student Satisfaction

Senior students were asked what they valued most about St Mary's. Their answers were fairly unanimous, naming strong friendships, helpful teachers, opportunities to play sports and our wonderful new play equipment. The real spirit of their answers reflected a strong sense of belonging and a positive, hope-filled sense of self.



3. Catholic Life and Mission

3.1 Catholic Heritage

St Mary's Catholic School, Toukley was established in 1973. The 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.

3.2 Religious Life of the School

St Mary's is a welcoming, inclusive and evangelising Catholic community. Our Vision and Mission statement empowers us to live, learn and grow as disciples of Jesus. Our school supports and fosters positive partnerships within the parish and wider community. As Catholic educators and in partnership with our parents and parish we are committed to providing quality teaching and learning in Religious Education.

In partnership with parents, St Mary's students participate in experiences designed to educate and contribute to their formation as young disciples of Jesus. Students have continual opportunities to engage in liturgy, prayer (School Improvement Plan), reflection and sacramental programs. The living out of their Catholic values is nurtured through authentic quality Religious Education programs. The 'Catholic Worldview' connects the scriptures to the lives of our students today.

St Mary's Catholic Primary School values authentic positive relationships modelled on the teachings of Jesus. We build strong partnerships with students, staff, parents, carers, parish and the wider community through nurturing our sense of belonging.

In 2012 the following numbers from St Mary's community celebrated the sacraments: Confirmation (68), Eucharist (51) and Reconciliation (56). Many of St Mary's staff attended the Diocesan Staff Mass as well as participating in Ministry for Teachers. St Mary's staff continue to undertake a variety of Theological studies courses at Newcastle University, through the Broken Bay Institute (BBI). The School Captains and Student Parliament representatives attended the Diocesan Mission Mass in October. The annual Year 6 Cluster Mass was celebrated at Our Lady of the Rosary, The Entrance.

In 2012 St Mary's Catholic Mission School Improvement Plan (SIP) focused on developing a stronger connection to Jesus through prayer. Staff participated in Professional Learning staff meetings and a staff development day in Term 4 with members of the Diocesan Mission Services Team. This will continue to feed our 2013 School Improvement Plan.

3.3 Catholic Worldview

St Mary's Catholic School presents quality education as an expression of the Catholic Worldview. This highlights Point 6 of the Critical Indicators in the "Catholic Schools at a Crossroads" document. The school code of conduct, pastoral care program and personal development units formed a consistent platform supporting the Catholic Worldview. Mini-Vinnies students from Years 5 and 6 were actively involved in many social justice initiatives and various fundraising activities in our wider school community, e.g. Harmony Day, Project Compassion, St Vincent de Paul Winter and Christmas Appeals and Mission Australia.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

St Mary's Catholic School continued to implement the STARS Positive Behaviour Program with ongoing success. Minor adjustments were made to reinvigorate the scheme and ensure positive behaviour was identified consistently by all teachers and successes celebrated in our school community. STARS enabled our school to remain a positive community with clearly articulated expectations, responses and interventions. Major incidents continued to be 'conferenced' and we are motivated to initiate restorative practices.

Mid-year the school adopted Restorative Practices after Staff Professional Learning. This was only the beginning of a journey that will take several years to implement and embed, but already there are positive changes in dealing with some situations.

4.3 Pastoral Care of Families

St Mary's exudes a strong community spirit punctuated by a welcoming, inclusive environment, buoyed by the Class Parent Network who are committed to ensuring that significant events are appropriately acknowledged in each class, and by our whole school.

We continued to host and promote workshops aimed at up-skilling parents and families forging our partnership in education and well-being. Parents and carers also assisted in a greater spiritual capacity, participating in a range of liturgical celebrations and thus strengthening the relationship between our school and parish communities.

Well-being is a strong focus. Our part-time counsellor assisted individuals and provided linkages to other local support agencies. The school provided parent education workshops and actively promoted workshops available in the local area.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site. Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Our School Improvement Plan's (SIP) Learning and Teaching goal was to raise the bar and close the gap for all students with a particular focus on differentiation in Numeracy. Intentional high quality teaching, learning, assessment and feedback coupled with tracking and monitoring targeted students were pivotal to our daily work.

Throughout 2012, we continued to deepen our school's Learning Vision which states,

We are a staff who:

- dialogue to plan action and embrace change to achieve results; and
- share a passion for learning and are committed to working collaboratively to achieve success for all.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- 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.
- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2012 cohort, there were 75 students in Year 3 and 54 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *MySchool* website (<http://www.myschool.edu.au/>).



Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	0.0	4.3	15.7	21.4	22.9	35.7	100
Writing	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0.0	0.0	2.9	7.1	57.1	32.9	100
Spelling	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	0.0	2.9	17.1	15.7	32.9	31.4	100
Gr. &Punct.	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	1.4	2.9	12.9	18.6	20.0	44.3	99
Numeracy	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	1.4	4.2	14.1	25.4	25.4	29.6	99

In all strands of Literacy and Numeracy, in Bands 5 and 6, our Year 3 students exceeded the State and National figures. From the *My School* website it is evident that in comparison to statistically similar schools, St Mary's achievements were outstanding. The NAPLAN results indicate that current teaching programs and early intervention strategies, coupled with significant professional learning initiatives in Literacy and Numeracy, are proving effective.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	1.9	3.8	13.5	28.8	28.8	23.1	98
Writing	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	0.0	3.8	23.1	40.4	25.0	7.7	100
Spelling	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	0.0	3.8	17.3	26.9	28.8	23.1	100
Gr. &Punct.	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	0.0	3.8	17.3	30.8	19.2	28.8	100
Numeracy	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	0.0	3.8	19.2	36.5	9.6	30.8	100

Our Year 5 students' achievements in Numeracy and Literacy were very strong. In Bands 5 and 6 our students exceeded State and National figures and outstanding growth was evident as indicated by a comparison to their Year 3 NAPLAN results. Our intervention and enrichment strategies have proven to have a positive effect on our Year 5 students' learning. Comparison to statistically similar schools was very favourable.



5.3 Extra Curricula Activities

St Mary's offered opportunities for the children to develop their unique gifts by providing a diverse range of extra-curricular activities in Creative Arts, Leadership, Academic and Sporting areas.

Some of these opportunities included Student Parliament, School Choir, Chess, Rugby League, Rugby Union, Cricket and Soccer competitions, Debating and the Premier's Reading Challenge.

5.4 Professional Learning

Considerable professional learning aimed at building the collective capacity of teachers to enhance student learning occurred throughout 2012.

Valuable time to enable structured staff dialogue and professional learning was found in staff meetings, half day professional learning sessions and staff development days. Staff Development Days were devoted to: Information and Communication Technology (ICT) and the effective use of Interactive Whiteboards (IWBs); practical differentiation in Maths and a day of prayerful reflection.

Considerable Leadership Team development occurred through the avenue of the Leading Learning initiative. Considerable learnings from Leading Learning were incorporated into the school's daily practices, e.g. Learning Conversations, the effective use of data, analysis of student work samples, Year Co-ordinators work with individual teachers. Through Leading Learning we further developed precision in writing our School Improvement Plan.

Understanding differentiated instruction in Maths was central to our work. Included in this work was consolidating K-6 consistency in our Mathematics Block.

Stage 2 worked with an Education Officer in reconfirming the structure of the Literacy Block.

The focus of our Learning Conversations throughout 2012 was primarily on student learning based on evidence from data such as common formative assessments. Leadership Team members were again designated as Year Co-ordinators, overseeing the Learning Conversations of a specific grade. SMART goals were a focus as the Year Co-ordinator led their team's Learning Conversation on a specific learning outcome. Learning Conversations were held twice per term. The Leadership Team was regularly involved in professional readings about Learning Conversations and SMART goals. Relevant readings were also shared with all staff at particular meetings.

'Closing the Gap' continued throughout 2012. The 'Closing the Gap' group had a foundation of continual formative assessments and from that, small intervention groups in Numeracy, and later in Reading and Writing, were formed. All grades had access to the intervention groups at different times in the year.

Significant Professional Learning for new scheme teachers provided valuable support and eight teachers were engaged in further formal study.

Three staff from St Mary's Pastoral Care Team attended the Positive Schools Conference in Melbourne. This conference helped staff become more holistic in their views as educators. They returned and shared ideas that helped enrich classroom communities where both wellbeing and learning objectives could be realistically and effectively achieved. The focus, Positive Thinking, is valuable lifelong learning.

Late in 2012 leadership was involved in the initial days of Extending Mathematical Understanding (EMU). Central to these days was gaining understanding about the Mathematics Assessment Interview (MAI).



6. Strategic Initiatives

6.1 2012 Priorities and Achievements

2012 saw the introduction of Restorative Practices as the framework by which the school community would continue to build positive personal relationships. Foundation sessions for students, staff and parents ensured everyone shared a common understanding and commitment to the process of valuing quality relationships built on compassion, forgiveness and inclusiveness.

Professional learning for staff focused on deepening our understanding of school improvement based on research undertaken by Lyn Sharratt and Michael Fullan which focused on the 14 Parameters in addition to reflecting the Diocesan Leading Learning dimension.

Designing strategies for differentiating the curriculum in both Numeracy and Literacy formed the basis of grade Professional Learning Conversations over the course of the year. This enabled the targeting of specific skills to strengthen student achievement. The analysing of collected data provided the direction for further teaching.

6.2 2013 Priorities and Challenges

A strong focus on developing the Prayer life of the school will encompass all sectors of the community. Opportunities for parents to deepen their own understanding of prayer will be provided with the support of Diocesan facilitators as will those for both staff and students.

The Restorative Justice Framework will continue to take shape as the community moves into the next stage of embedding further the principles into all that we do.

Specialist Literacy and Numeracy coaches will support teachers across all Stages so as to continue to develop best practice to enhance learning outcomes for all students. Staff will continue to investigate ways of how to utilize collected data to drive student learning. As part of the Diocesan Numeracy strategy it is envisaged that every student in the school will complete the Mathematical Assessment Interview in Term 1.

The continual development of the school technology plan will inform and shape how technology impacts on the learning of students. We will continue to develop the ICT capability of both students and staff as we investigate pathways for using ICT both effectively and appropriately to access, create and communicate information, learn to solve problems and work collaboratively across all aspects of learning.

An additional underlying focus across Numeracy and Literacy will be our preparation to implement the Australian Curriculum in 2013. Staff will be engaged in professional learning and dialogue so as to equip them to embrace the change.



7. Parent Participation

7.1 Introduction

Throughout 2012, the parents of St Mary's were involved in many aspects of our school life. The P&F, class parents and liturgical groups have enhanced and cemented the positive relationships we value at our school.

The St Mary's parent and teacher relationship has been strengthened by the continued support of the P&F. School social events, fundraising and supporting school leadership have all been important, successful ventures of the St Mary's P&F.

Class parents have also supported each class and grade throughout 2012. This year saw a trial of 'class parent teams' to not only support the class teacher, but also to support new parents in the class parent role and new families to our school.

During 2012, parents at St Mary's have participated in a variety of whole school and class projects such as book club, gala days, canteen, excursions, in-class assistance, sporting events and parent interviews.

Following the 2011 parent liturgy initiative, parents have worked together with teachers and the Parish to support celebrations in our Church such as Christmas Eve Mass, Reconciliation and Confirmation.

7.2 Parent Satisfaction

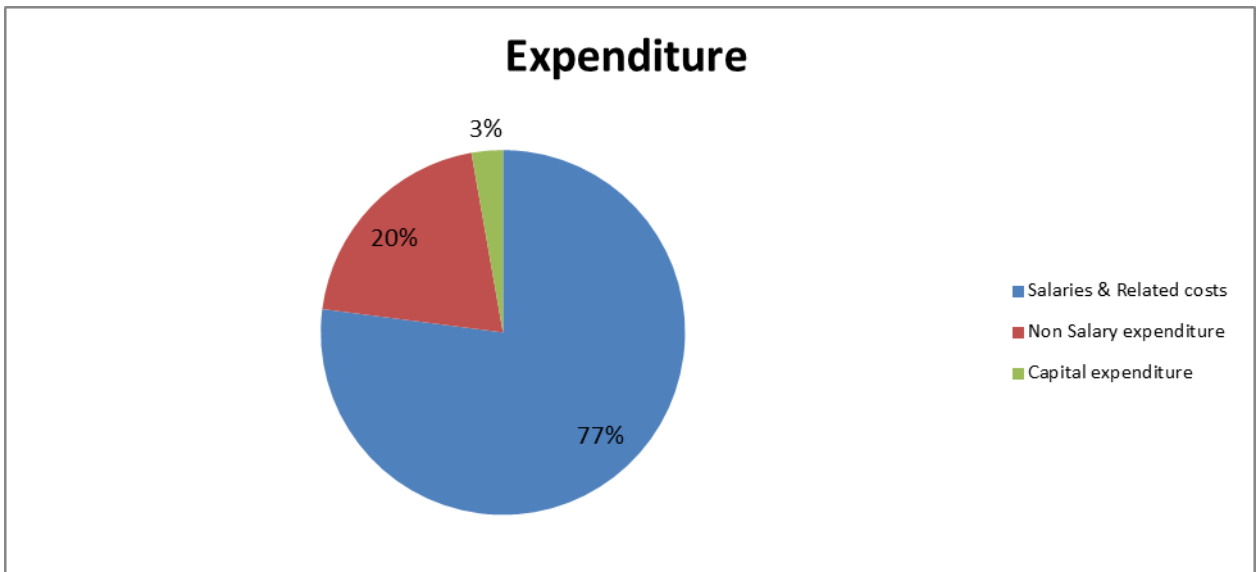
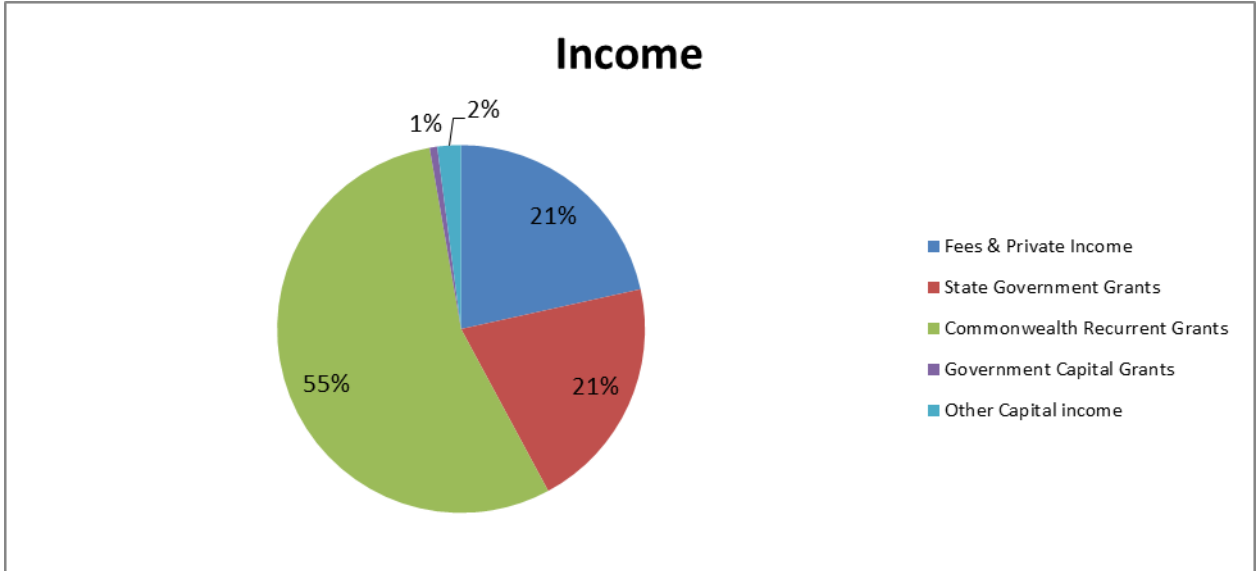
In late 2012, an academic and wellbeing survey was completed by the St Mary's parent body. The results from this survey will create a series of parent education workshops in 2013 to strengthen the social, emotional and academic wellbeing of our students. It will allow parents and staff to work together to support St Mary's students and families.

Results show parents are pleased with our pastoral care, teaching and learning, faith and its development and the positive attitudes of teachers, students and our community. Parents have indicated that they value the strong partnership that exists between home and school.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



The contents of this annual report have been validated by the School's consultant, Frances Reynolds.