

2016 School Year

St Mary's Primary School Bellingen



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About this report

St Mary's Primary School Bellingen is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NSW BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2017 following its submission to the BOSTES.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 0266551432 or by visiting the website at www.stmarysbellingen.nsw.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Mary's Catholic primary school is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Mary's offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2016. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Mary's has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016:

- Students achieved outstanding results in the Newcastle Permanent Maths Competition with nine participants from Years 5 and 6 achieving three High Distinctions, four Distinctions and two Credits.
- Two teams from Year 5 and 6 participated in the Regional Tournament of Minds Competition.
- The school received good news on the Year 6 Religious Education test where one student received a Distinction and two received Credit certificates. This was a great result from a cohort of 16 students.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2016:

- Staff and students marched in the annual ANZAC Day commemoration march in Bellingen.
- Students' work was exhibited and the school choirs performed at the Bellingen Show.
- Senior students attended a five day adventure leadership camp.
- Violin Group performed with the Acacia String Quartet during Bellingen Music Festival.
- The school hosted a Harmony Day Feast for the wider community.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- Eight students participated in the Clarence Zone Swimming.
- 28 students participated in the Clarence Zone Cross Country Carnival and two in the Diocesan Cross Country Carnival.
- Six students participated in the Clarence Zone Athletics Carnival.

There were many people who assisted in the school's quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Mary's is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Claire Mellon
Principal



1.2 A Parent Message

The primary role of the Parents & Friends Committee (P&F) is to be the link between the school body and the parents/carers of the children who attend St Mary's Primary School, Bellinghen.

St Mary's has a strong P&F Committee which helps build the school community, raise funds and enrich school life enormously.

Last year the P&F created a fabulous natural learning play area which the students love; planted the Mercy Garden along the bottom playground fence; purchased new home readers and books for Star reading program; supplied four new marquees in house colours for sporting events; and gained the grant that enabled repairs to be commenced on the hall.

The P&F also enables St Mary's to build a collaborative community culture. Last year the P&F instigated the surveys that resulted in our change of uniform from not just a dress for the girls but with the option of our gender neutral uniform. They also spearheaded changes in the canteen, which includes the removal of lollies and the opportunity to offer sushi and other healthier treats.

Continued improvements to the school play areas and community building events are the primary goals for 2017.

The P&F is made up of an Executive (President, Treasurer, Secretary), 2 x ex-officio members (Parish Priest/Principal), the Assistant Principal and a nominated staff member.

All parents/carers are encouraged to come along to the monthly meetings as we value everyone's input when making decisions that affect the students and the wider community.

Graziella Garrett
President
Parents & Friends Committee (P&F)

2.0 This Catholic School

2.1 The School Community

St Mary's is located in Bellinghen and is part of the Mary Immaculate Mother of God Parish, Bellinghen which serves the communities of Bellinghen, Dorrigo and Urunga. School families are drawn from the towns and communities of Bellinghen, Dorrigo, Urunga and Valla.

Last year the school celebrated 106 years of Catholic education.

The parish priest Fr Amila Waduge was involved in the life of the school.

St Mary's is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Participation in the preparation and organisation of the Sacraments
- Membership of the Children of Mary group
- Support for the St Vincent de Paul Conference
- Participation in liturgies and adoration
- Student performance as requested by parish groups

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational Values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to



increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

St Mary's caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2016	TOTAL 2015
Male	11	6	7	8	7	4	5	48	49
Female	5	4	11	14	15	13	9	71	76
Indigenous <i>count included in first two rows</i>	1	1	1	2	3	1	0	10	8
EALD (Language background other than English) <i>count included in first two rows</i>	0	0	0	0	0	0	0	0	0

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2016 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	88.7%	91.8%	91.4%	93.1%	93.6%	93.7%	91.8%	92.2%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	11



2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	7
5.	Number of staff identifying as Indigenous employed at the school.	2
6.	Total number of non-teaching staff employed at the school.	11

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95%. There were no significant staffing changes last year.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- Respect and responsibility are fundamental to the school's restorative justice program and Making Jesus Real Program.
- Students participate in Mini Vinnies and are active participants in social justice, including St Vincent de Paul and Caritas.
- Students in Stage 3 participate in a Leadership Program and the school also offers Seasons, a grief and loss program.
- Respect and responsibility are acknowledged both in the school's weekly awards and at the annual presentation assembly.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures. In 2016 the school participated in:

- Diocese of Lismore School Improvement Survey (DOLSIS) where staff, parents and students could voice their opinions on the climate of the school
- A uniform survey that was distributed to all parents resulting in changes to uniform policy including the removal of the winter uniform and adapting the girls' uniform to be gender neutral.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The school continues to work towards developing a 21st contemporary pedagogy. This pedagogy will underpin learning across the school, Kindergarten to Year 6. The school offers extra-curricular clubs during the lunch hour including coding, dance, knitting and art.



3.2 Student Performance in National Testing Programs

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 21 students presented for the tests while in Year 5 there were 18 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St Mary's, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Mary's students in each band compared to the State percentage.

Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	28.1	38.1	23.3.7	23.8	19.0	21.8	17.1	4.8	8.9	4.8	3.1	4.8
Writing	16.6	14.3	37.5	42.9	26.7	23.8	13.1	14	4.8	9.5	1.2	4.8
Spelling	27.4	28.6	27.0	23.8	21.7	28.6	11.5	4.8	9.2	9.5	3.1	4.8
Grammar and Punctuation	34.6	33.3	18.3	9.5	19.0	23.8	20.2	28.6	4.8	4.4	3.0	4.8
Numeracy	19.7	19	19.0	28.6	22.3	25.3	24.5	19	11.4	4.8	3.1	0

Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	15.4	27.8	23.2	33.3	23.7	5.6	18.8	20.6	12.9	16.7	6.0	5.6
Writing	5.2	0	13.5	13.5	31.3	41.2	33.7	29.4	11.1	12	5.3	5.9
Spelling	15.5	5.9	17.7	23.5	30.4	29.4	21.8	17.6	9.2	23.5	5.4	0
Grammar and Punctuation	20.9	23.5	19.9	11.8	23.4	23.5	20.4	23.5	11.4	17.6	4.0	0
Numeracy	15.5	5.6	15.0	16.7	26.6	22.2	25.8	29.2	12.9	5.6	4.3	5.6

As can be seen from the table the percentage of students in the top three bands in Reading and Spelling in both Years 3 and 5 are pleasing compared to State figures. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy and the development of a Whole School Beliefs about Spelling Plan. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Grammar and Punctuation. Year 3 Numeracy has shown great improvement and this can be attributed to the change in practice utilising Extending Mathematical Understanding (EMU) strategies. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2016 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Retreat	08/04/16	Carmel Dagger, Lisa Doolan, Claire Mellon
Catholic World View	26/04/17	Carmel dagger, Claire Mellon, Lisa Doolan
Positive Behaviour Support	10/10/2017	Isabel Garrett, Claire Mellon
Australian Curriculum - Geography	01/07/2017	Claire Mellon, Lisa doolan, Maree Kennedy

Additionally staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Extending Mathematical Understanding	4	Anne Gervasoni
Formative Assessment	4	Dylan Wiliam
English Concept Planning	2	Michael Murray
Response To Intervention	10	Colin Sloper

The professional learning expenditure has been calculated at \$7297 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
St Mary's WHS Procurement	No Change	School Handbook
St Mary's Housekeeping	No Change	School Handbook
St Mary's Complaints and Grievance	No Change	School Handbook
St Mary's Safe Driving	No Change	School Handbook
St Mary's First Aid	No Change	School Handbook
St Mary's Lifting and Transferring Students	No Change	School Handbook
St Mary's Medication	No Change	School Handbook
St Mary's No Smoking	No Change	School Handbook
St Mary's Outside Contractors	No change	School Handbook
St Mary's Overnight Excursion Risk Assessment	No Change	School Handbook

St Mary's Overnight Excursion Policy (2017)	No change	School Handbook
St Mary's Overseas and Interstate (2017)	No Change	School Handbook
St Mary's Policy Guidelines	No Change	School Handbook
St Marys Risk Assessment Policy for Sport & Day Excursions (2017)	No Change	School Handbook
St Marys Sports Risk Management (2017)	No Change	School Handbook
St Mary's Behaviour Management	Under review	School Handbook
St Mary's Evacuation & Lock Down	No Change	School Handbook
Additional Needs	No Change	School Handbook
Hazardous substances	No Change	School Handbook
Road Safety	No Change	School Handbook
Electrical safety	No change	School Handbook
Flood	No change	School Handbook
Risk Management	No change	School Handbook
Work Place Inspection	No change	School Handbook
Critical Incident	No change	School Handbook
Visitors & Volunteers	No change	School Handbook
Sunsafe	No change	School Handbook
Maintenance	No change	School Handbook
Homework	New policy	School Handbook

4.2 Enrolment Policy

Every new enrolment at St Marys requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Pastoral Care Policy/Student Welfare

The school's Student Welfare Policy is based on the principles of restorative justice and procedural fairness and is concerned with the fostering of students' self-discipline. It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. It sets out to help students recognise that their fundamental freedoms and rights are balanced by responsibilities.

The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, anti-bullying, drug awareness, health and personal safety. The student welfare program has been developed in consultation with staff, parents and students.

4.4 Discipline Policy

The principles of restorative justice are embedded in the school's Behaviour Management Policy. These principles include acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships, learning and growing from experience. The policy is regularly communicated to all members of the school community. Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the need to provide a safe and caring learning environment. The policy acknowledges teacher and student rights and responsibilities, and is based on the Gospel teachings of love for self and others. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

4.5 Complaints and Grievance Policy

The 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. The policy is available at the front office or from the school's website.

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

Catholic Identity and Mission

Review and implement Behaviour, Pastoral Care and Wellbeing policies to ensure links to Catholic Worldview are evident

Organisation and Co Leadership

Align evidence based whole school practices with school vision through establishment of whole school vision statement for mathematics which includes shared beliefs and the impact on practice to deliver a charter of whole school agreed practice

Teaching and Learning

Raise achievement for all students, using data, through collaborative inquiry and whole school agreed practices.

Community and Relationships

Build social capacity to increase parent involvement and wider community involvement

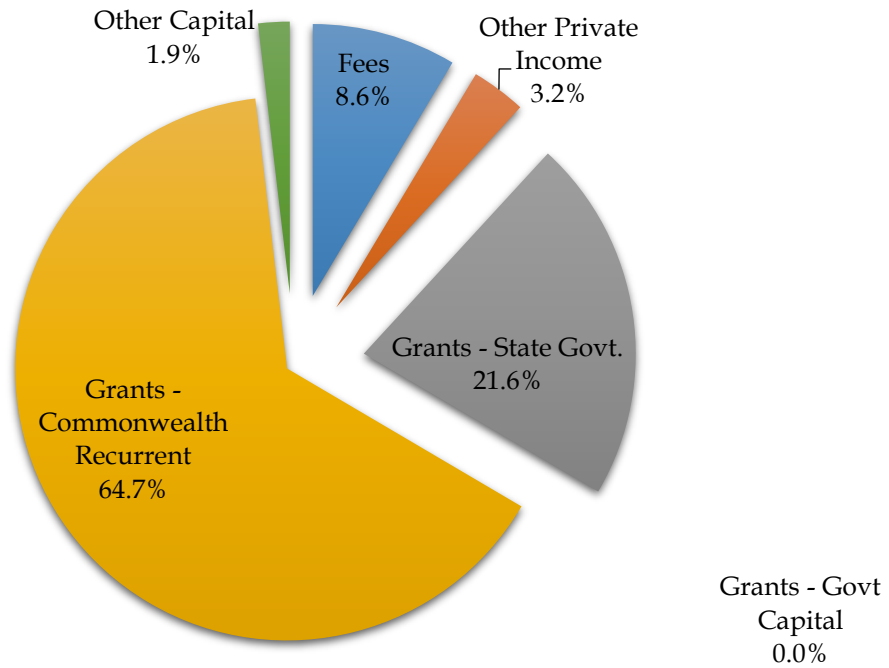
6.0 Financial Information

7.0

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2016 is presented below:

2016 INCOME - St Mary's Primary School BELLINGEN



2016 EXPENSE - St Mary's Primary School BELLINGEN

