St Mary's Primary School, Rydalmere
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Introduction

About the Annual School Report

St Mary's Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2016 and gives information about the 2017 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal
I am proud to present to you the 2016 Annual School Report for St Mary's Primary School, Rydalmere.

St Mary's Primary School is a two stream Catholic co-educational school that strives to develop the whole person academically, socially and spiritually. Our purpose as a Catholic primary school is to provide a quality education for our students in a caring and supportive environment.

At St Mary's Primary School we aim to improve student learning outcomes and cater for individual differences with a differentiated curriculum. Two thousand and sixteen was a productive year as students were involved in a variety of initiatives designed to improve learning outcomes, especially in the areas of formation, literacy and numeracy. Throughout 2016 staff continued to develop an inquiry based learning platform for our students. We also introduced a 'Bring Your Own iPad' program in Year 6. Staff continued to implement the Extending Mathematical Understanding (EMU) numeracy initiative for all students Kindergarten to Year 6. Our National Assessment Program - Literacy and Numeracy (NAPLAN) results were very good.

Throughout 2016 the school community continued to consolidate and strengthen the faith formation of students and staff, as well as focus more deeply on the teaching and the learning, with a particular emphasis on the use of data to drive future learning as well as identify vulnerable students. Staff members at St Mary's Primary School are committed to ensuring that all students under our care improve their learning outcomes with individual and differentiated programs of learning to ensure academic success.

There is a strong sense of community at St Mary's Primary School and we focus on building positive relationships. We give thanks to our Lord for the successes and achievements of 2016 and look forward with enthusiasm and excitement to 2017.

Parent
Parents are actively involved in many facets of school life during the year by:

- preparing for, and engaging in, class and whole-school liturgies and masses
- organising and running the parish/school fete
- assisting in maintaining the school property
- assisting in literacy and Mathematics groups in the classroom
- organising school formal and informal social functions
- assisting with swimming and athletics carnivals
- attending both numeracy and literacy parent workshops
- assisting with the school Garden program
- making financial contributions to the school fundraising levy
- acting as mentors for the Tutor program
- being actively involved in Parents and Friends meetings each term
- assisting in the school library on a weekly basis
- assisting with 'Kiss and Pick Up' each afternoon
- attending and assisting with class excursions and incursions
- providing hospitality for various school events
- coordinating and operating the second hand clothing pool
- acting as class representative parents, organising social functions for each grade for both parents and students
- attending school excursions and concerts
- participating in teacher-assisted classroom tasks
- participating in classroom cooking and craft activities
Student

Throughout 2016 the students continued to appreciate the spacious open learning spaces; the withdrawal work rooms; and access to 21st century technology including the wireless internet, the purchase of MacBooks Airs and iPads and the use of interactive whiteboards in each learning space. In addition five very large screen televisions with Apple TVs were purchased and installed in learning spaces during 2016. The opportunity to work with two teachers each day was acknowledged by the students as a positive aspect of their learning. The students have become more competent at working collaboratively with their peers and enjoyed being able to access various learning platforms to enhance their learning outcomes on a daily basis.

The children were appreciative of the access to our music tutors in being able to learn guitar and keyboard as well as being able to take up an instrument and be a member of the school band. The students enjoyed the extra-curricular activities such as scrabble club, choir, dance group, running club, board games club, garden club, glee club, as well as the playground games available at lunchtimes on both sites.

Throughout 2016 the children enjoyed their participation in Peer Support, Rock and Water and our other Social Skills and Anti-bullying programs. Last year also saw further use of Captain Care, our social skills mascot, with the continuation of Care Cards and our positive behaviour initiatives which were enjoyed by all students.
Who we are

History of the school

St Mary’s Primary School opened in 1889 and was run by the Sisters of Mercy from 1893 until 1976. The sisters worked tirelessly for the St Mary’s community for over eighty years before handing the running of the school to the first lay principal. In 1981 the Marist Brothers took over and ran St Mary’s Primary School for ten years leaving behind a strong Marian culture, which is still very evident today.

The school became a co-educational, two stream school in 1987 when it retained the boys up to Year 6. Formerly, boys in Years 5 and 6 left the school to attend St Patrick’s College, Dundas, until it ceased its primary enrolments in 1987. In 1991, St Mary’s Primary School came under the leadership of its first lay of principal.

In 1998, and again in 2010, the school undertook extensive refurbishment projects to meet the needs of individual students in a contemporary learning environment more effectively. Today the school continues to look at ways to ensure it remains at the forefront of the provision of quality Catholic Education in a modern contemporary world.

Location/drawing area

St Mary’s Primary School is a co-educational Kindergarten to Year 6 (K-6) school with an enrolment of 345 children which is a slight decrease of recent years due to families relocating and moving out of the area. The school is located in Rydalmere and draws on students from Rydalmere, Dundas, Ermington and Oatlands. It serves the parish of Holy Name of Mary, Rydalmere.

Enrolments in recent years have been taken from outside the parish boundaries as we cater for parents who want their children to attend a Catholic school adjacent to the Parramatta central business district and local Silverwater industrial area where they are employed.

In the coming years enrolments are expected to increase owing to many local building developments, including medium density housing in Rydalmere, Silverwater and Parramatta.
### Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>25</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>10</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>22</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>0</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>8</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>93.59</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>88</td>
</tr>
</tbody>
</table>
Prayer, Liturgical Life and Faith Experiences

St Mary's Primary School has traditions and deep links with its Marist and Mercy origins. The establishment of our school history mural and sacred outside space in honour of Our Lady continues to provide us with an area to gather in prayer as a community.

The children were very involved in the planning and celebration of liturgies and masses. Morning school assemblies, grade assemblies and staff meetings all commenced with prayer. In addition to this, staff met each week for prayer. Children's faith experiences included daily prayer; outreach opportunities to the needy and the infirm; mass and liturgical celebrations; parish involvement and activities; meditation; Sacramental preparation and daily Religious Education instruction.

In 2016 a senior student (Year 6) liturgy group was formed to assist the school community and Religious Education coordinator (REC) in planning school liturgies, outreach social justice activities and school prayer and Scripture reflection initiatives.

Throughout the year special occasions were marked by a range of liturgical and prayerful celebrations encompassing a number of different student groupings and locations. These included our Opening School Mass, Lenten liturgy, Easter Mass, ANZAC and Remembrance Day liturgies, Grandparents Day Mass, Mothers and Fathers Day liturgies, the Year 6 Farewell Graduation Mass and End of Year Mass.

The feast of the Holy Name of Mary (School Feast Day) was a major school liturgical celebration. The day commenced with mass. Teachers and students then welcomed visitors to each learning space to share poems and recent work. Students participated in a special morning tea in Peer Support groups, led by our senior students, and we enjoyed lunch prepared by our Parents and Friends group (P&F). We concluded the day with a 'Good Schools Afternoon' of activities.

The Parramatta Diocesan initiative of praying the Angelus each day at midday was continued, becoming an integral component of our daily prayer life.

Social Justice

Throughout the year St Mary's Primary School was heavily involved in the Caritas Project Compassion Lenten appeal; the St Vincent De Paul Winter appeal; the Catholic Mission appeal during Mission Week where monies raised went to the children in Madagascar; and a St Vincent De Paul Christmas Hamper appeal. The student leadership team assisted in organising these drives and initiatives.

Our staff continued to assist in a number of St Vincent de Paul outreach activities. Staff continued to support local Catholic institutions through various appeals throughout the year. This took the form of both financial donations, food stuffs and personal essentials.

In 2016 the school community continued a social justice approach to assisting families in need through financial assistance, through fee relief or through respite care in certain situations.

School home and parish partnerships

Each school celebration was well supported and attended by the parent community. The Parents and Friends Association (P&F) also organised breakfasts and morning teas for Mothers Day, Fathers Day and Grandparents Day. Close communication was maintained with the parish throughout the year and the parish priest led the school in all major celebrations. Throughout the year parish school masses were held on Sundays. Children from St Mary's Primary School participated in all aspects of the liturgy, from singing in the choir to reading or welcoming the gospel.

The REC represented the school on the parish Sacramental team to help promote the program throughout the year. A key focus of the parish Sacramental program was to encourage and develop the role of parents as spiritual educators of their children. Each program supported parents in educating their own children in their faith. This special role of parents was reinforced in class information nights as well as in the principal’s editorial in the school newsletter throughout the year.
Parents were involved in assisting in classrooms, managing school sports teams, organising fundraisers and various social events. The school feast day, Lent and Christmas celebrations were major family events led by teachers and were regarded as great community achievements.

Parents were invited to all school liturgical celebrations through the year. Wherever possible, parents were encouraged to participate in liturgies.

Religious Education

Christ is at the centre of all our teaching and spirituality is embedded throughout the whole curriculum. This is most notable in the teaching of Religious Education (RE) as well as prayer and liturgies fostered on a daily basis. The Religious Education curriculum is based on the Parramatta Diocesan syllabus, *Sharing Our Story*.

Our Religious Education curriculum covered a variety of themes from Kindergarten to Year 6 (K-6). Each grade studied various aspects of the church’s liturgical seasons such as Lent, Advent and Christmas. All grades studied various aspects of mission in regard to serving and reaching out to others through a series of practical and meaningful outreach activities. In various Stages students examined aspects of Scripture, specifically focusing on the gospels, parables of Jesus, and the Old Testament stories. As we are a Catholic school with a Marian tradition students participated in various units pertaining to the life of Mary and the dual role she plays as our Heavenly Mother and the Mother of Christ.

Sacraments of initiation were covered in specific units and were taught to support the parish preparation programs in Stages 2 and 3. Other themes addressed with the older students included the story of their parish, stewardship, faith communities and stories of the early church and its history. Studies of the structure of the mass and liturgy preparation were conducted in the older grades.

The praxis model of teaching Religious Education involved utilising the children's own life experiences initially. These practical experiences were used in reflecting on, and understanding, the Scripture throughout the units. Children then participated in a period of reflection before using their learning to undertake some form of response.

In 2016 staff continued to use the high yield strategy of applying learning intentions and success criteria to the teaching and learning of RE.

Professional Learning of staff in Religious Education

During 2016 staff professional learning focused on the Special Year of Mercy, the role of prayer in our lives and our own personal formation. Staff participated in a pilgrimage in the footsteps of St Mary of the Cross MacKillop through the streets of Sydney, The Rocks and North Sydney. The pilgrimage culminated in celebrating the Eucharist in the Chapel at Mary MacKillop Place with our parish priest.

Numerous staff meetings were allocated to professional learning in prayer led by a teacher educator from Catholic Education, Diocese of Parramatta (CEDP), staff from our school and the Religious Education co-ordinator (REC). Staff explored the Praise, Repent, Ask, Yes (PRAY) framework for prayer. Staff continued to explore sacred Scripture and Christian meditation.

A series of staff meetings were also led by educators from the Mercy Sisters who were the original founding order of the school. Staff explored the Mercy charism in the light of the Special Year of Mercy.
Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td></td>
<td>96</td>
<td>96</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>94</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td></td>
<td>96</td>
<td>94</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>96</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>96</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>96</td>
<td>95</td>
</tr>
</tbody>
</table>

The NAPLAN data for Year 3 and Year 5 students indicated that the percentage of students at, or above, the national minimum standard was above that of the national average in all areas apart from writing in Year 3, which was just below the national average.
The data for Year 3 and Year 5 students indicated that the percentage of students in the top three bands was above that of the national average in all areas tested, apart from the results in Year 3 for numeracy which was just below the average.

The NAPLAN results were analysed by staff, and teaching programs were modified to address the needs of students. Individual learning plans were developed for at risk students. In literacy, we will continue to focus on spelling, punctuation and grammar in writing. In numeracy, we will focus on multiplication and division.

**School curriculum**

At St Mary's Primary School we follow the NSW Board of Studies syllabus documents. Courses are offered from Kindergarten to Year 6 in the Key Learning Areas of: Mathematics; English; Science and Technology; Human Society and its Environment (HSIE); Creative Arts; Personal Development, Health and Physical Education (PDHPE). Religious Education is also taught, and we employ specialist teachers for Drama, Dance, Music and Physical Education.

Additional programs included:
- personalised plans for children with additional needs
- support services for children who required additional assistance
- transition programs for Year 6 students with specific needs transferring to Year 7
- transition programs for Kindergarten children, including extra transition for children with specific needs
- literacy and numeracy support to provide differentiated curriculum for all students
- individual teaching when necessary

St Mary's Primary School runs an extensive Transition to School program. It commences with a comprehensive screening procedure conducted during the enrolment interview. The information gathered is used to determine which children may present with special needs. If we believe it may be useful to observe a child in his or her preschool then this is organised with the child's parents. The 2016 Transition to School program conducted during term 4 consisted of three 90 minute sessions with the whole cohort. During the fourth week the cohort was divided into four groups and each group came for a two hour orientation session with the 2017 Kindergarten teachers, learning support teacher and an external occupational therapist.

The school was involved in a number of co-curricular activities, including:
- International Competitions and Assessments for Schools (ICAS) in Mathematics, English, Science and Writing
- band, keyboard and/or guitar
- choir
- running club
- Glee Club
- garden club
- Maths Olympiad
- school, zone and diocesan carnivals - athletics, cross country, swimming
- diocesan gala days in a number of sports

**Initiatives to promote respect and responsibility**

During 2016 St Mary's Primary School continued its Positive Behaviour Support program reinforcing the students' understanding of the school motto, *Care and Respect Everyone (CARE)*, which represents:
- CARE and respect for ourselves
- CARE and respect for others
- CARE and respect for property
Our positive behaviour mascot, Captain Care, continued to be prominent in the school community as a role model for our school motto, *CARE*, and Behaviour Management program. The continuing use of CARE cards to promote showing care and respect for others and property assisted in this area. Throughout the year children across the school were awarded CARE certificates in recognition of their behaviour, acts of kindness and/or generosity in their relationships with their peers.

Other initiatives undertaken in 2016 at St Mary's Primary School to promote respect and responsibility included:

- a whole school Positive Behaviour program, incorporating strategies to develop resilience and anti-bullying
- social skills programs - A Partnership Encouraging Effective Learning (APEEL) for Kindergarten to Year 2; Stones and Streams in Year 3; Rock and Water for Years 4-6
- Peer Support program
- structured lunch time activities promoting social skills, respect and responsibility
- participation in Clean Up Australia and Harmony Day
- participation by Year 6 student leaders in the a leadership conference run by the Generosity Responsibility Integrity People (GRIP)
- activities to promote team work, responsibility, care and respect across our school community
- 'Protective Behaviour' units in PDHPE
- 'Buddy' program where senior students 'buddy' with younger students to support them and provide good role models
- community service activities including the St Vincent de Paul Society Winter appeal and Caritas
- ANZAC Day, Remembrance Day ceremonies and class activities

To ensure the appropriate use of technology, the school provided information to parents and students in Years 4 to 6 regarding the acceptable use of technology.

**Professional Learning**

Professional learning undertaken by staff in 2016 included:

- Extending Mathematical Understanding (EMU) - trends from Mathematics Assessment Interview (MAI) testing and coding, benchmark, tracking and data analysis
- EMU strategies for open-ended rich tasks
- Progressive Achievement Tests in Reading (PAT-R)
- analysis of student personal plans
- use of the writing component from the Department of Education and Communities (DEC) literacy continuum
- Science and Technology syllabus
- Geography syllabus
- literacy planning in Kindergarten, Year 1 and Year 2
- supporting students on the autism spectrum
- supporting students with challenging behaviours
- child protection modules
- Early Years Assessment (EYA) training for new staff
- interpreting and analysing Quality Catholic Schools survey data
- National Assessment Program - Literacy and Numeracy (NAPLAN) analysis
- effective use of an interactive whiteboard in literacy and numeracy activities
- Cardiopulmonary Resuscitation (CPR)/emergency care
- anxiety in children workshop
- effective use of technology in the classroom
- Student Information System - student report training
- analysis of student writing
- spelling strategies
- effective pedagogy and teaching practice
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>By November 2016 all students to develop a deeper understanding of prayer through Scripture and its links to Catholic beliefs and traditions - aiming for an increase of 3-5% in the areas of prayer and Scripture in the Religious Literacy Assessment (RLA) and higher achievement in classroom-based data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>Our 2015 RLA data showed that prayer and Scripture required further development. Prayer was lower than the diocesan average whilst Scripture was lower than the diocesan average in Year 4. The staff recognised the value of continuing the initiatives that had been developed in previous years. Additionally, staff felt there was a need for a uniform approach when teaching Scripture in order to improve the children’s depth of understanding.</td>
</tr>
<tr>
<td><strong>Steps taken to achieve priority 1</strong></td>
<td>Staff were involved in extensive professional learning particularly in the area of prayer and sacred Scripture. Students engaged with prayer frameworks, prayer journals and word walls to deepen their knowledge and understanding of prayer. Assessment data indicated improvement in the area of prayer.</td>
</tr>
<tr>
<td><strong>Status of priority 1</strong></td>
<td>Achieved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>For all students to improve their writing skills with accelerated growth in spelling, grammar and punctuation, evidenced by teacher assessment; the evaluation of student writing; and the use of the writing component from the English syllabus, the DEC literacy continuum and Years 3 and 5 NAPLAN results as our measures of growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 2</strong></td>
<td>In the 2015 NAPLAN data the students’ writing showed a need for improvement from the middle to the high bands in spelling, grammar and punctuation. It was felt that achieving this goal should lead to an overall improvement in students’ writing.</td>
</tr>
<tr>
<td><strong>Steps taken to achieve priority 2</strong></td>
<td>During 2016 staff undertook extensive professional learning using the writing component of the New South Wales Department of Education literacy continuum to analyse student writing samples across a variety of written texts. Time was spent at staff meetings and in grade teams to moderate the writing samples, analyse NAPLAN results and plan appropriate interventions. The staff collectively wrote a document entitled, <em>The Writing Process</em>, which students now use when they are writing.</td>
</tr>
<tr>
<td><strong>Status of priority 2</strong></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Priority 3</td>
<td>By November 2016 all students will extend their understanding in the areas of place value, multiplication and division to ensure progress of at least one growth point in these domains; and vulnerable students will demonstrate accelerated growth and achieve at least the ‘on the way growth point’ according to their grade.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Reason for priority 3</td>
<td>An analysis of MAI data indicated different grades had different areas of focus but whole-school data indicated a focus was required in place value, multiplication and division, in particular progression from growth point 2 to growth point 3.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 3</td>
<td>Significant professional learning was undertaken by the staff specifically in the area of place value, multiplication and division. Tracking sheets were established by grade teams to monitor progress. Staff developed their understanding of the growth points and developed a lanyard system for staff to use during Mathematics lessons.</td>
</tr>
<tr>
<td>Status of priority 3</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
**Projected school priorities**

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Students will develop a deeper understanding of church through Scripture and its links to our Catholic beliefs and traditions. We aim for an increase of 3-5% in the areas of church and Scripture in the RLA and higher achievement in classroom-based data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>Teacher observations, as well as the RLA data, indicates church as a key concept that needs improvement. The Year 6 RLA data showed a decline in the area of church. By focusing on church through Scripture and our Catholic beliefs and traditions we anticipate that there will be a greater connection and therefore an improvement in all students' understanding.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | These include:  
  - Students will be engaging in a range of Religious Literacy warm-ups, with a focus on church.  
  - Word walls will be used to enhance understanding of vocabulary related to church and our Catholic beliefs.  
  - A range of media will be used to express learning.  
  - Teachers will engage in the construction and use of learning intentions and success criteria to guide students' learning.  
  - Teachers will engage in professional learning related to church. |
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>All students will improve their writing skills, as evidenced by a piece of writing equal to, or above, the expected cluster (DEC writing cluster - literacy continuum) with accelerated growth in sentence structure and complexity of texts. As further measures of growth we will use the writing component from the English syllabus and Years 3 and 5 NAPLAN results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 2</td>
<td>Based on data collected by teachers and after reviewing our 2016 NAPLAN data, it became apparent that our students need explicit instruction in the construction of various sentence types. It is also evident that the level of complexity of their texts needs development. Regular writing for a range of audiences and purposes, as well as exposure to models of great writing are vital in this process.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 2 | There will be:  
- ongoing professional learning for teachers to inform best practice in the area of writing  
- daily writing where students compose and respond to a variety of multi-modal and digital texts  
- students writing for a range of audiences and purposes  
- vocabulary building  
- case management for vulnerable students  
- collecting work samples of student writing by teachers, and maintaining a continuum of learning across K-6 required for writing |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>All students will express their reasoning using correct mathematical language and visualisation skills to develop conceptual knowledge. They will move at least one growth point in place value and multiplication and division.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>An analysis of NAPLAN results, MAI data, class based assessments and teacher reflections/evaluations indicates that students are not using a range of skills to explain their answers and methods in mathematical tasks. This also indicates that place value and multiplication and division continue to be areas of need.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | Steps will include:  
- focused numeracy block in every learning space  
- teachers using data to track and monitor progress of students in Mathematics  
- use of data walls  
- case management meetings for vulnerable students  
- open-ended rich tasks for differentiated learning  
- Mathematics Assessment Interviews to be completed on every child from Kindergarten to Year 6  
- ongoing professional learning for teachers, particularly in ‘multiplicative thinking’ |
Community Satisfaction

Parent satisfaction

During 2016, Catholic Education Diocese of Parramatta engaged an external company, Insight SRC, to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually.

The QCS data collected and reported showed that the parents felt that communication was open and staff were approachable. They believed that the school was focused on school improvement and learning. Parents also felt that school staff provided opportunities for, and valued, the input of parents. They believed that extra-curricular opportunities offered were very good.

Other areas of strength as perceived by parents included: student management, student safety, our Transition programs and staff engagement. Parents were appreciative of the school’s proactive approach to bullying on all levels. Parents indicated that they did not feel there was a bullying issue in the school. They felt that teachers were enthusiastic, dedicated and passionate about their work.

Student satisfaction

The QCS data showed that the students in our school were motivated to learn. They valued the support of both the staff and their parents. They rated the Catholic culture of the school as of high importance to them. They appreciated the many and varied opportunities provided to enable them to participate in prayer and the liturgical life of the school. Our students placed a great deal of importance on participating in prayer and celebrating liturgies and the Sacraments at school. Parish involvement was very important to them.

The QCS data showed student motivation for learning was high. They felt connected to the school and had a sense of belonging. They felt their learning was engaging and interesting and they saw their learning as purposeful. Students felt that understanding social justice issues was important and they appreciated the opportunities they were given to participate in social justice activities. Students were satisfied with the resourcing of the school and the extra-curricular activities being provided. They felt motivated to do well.

A continuing area for development was the student perception of classroom behaviour.

Teacher satisfaction

The QCS data showed that the teachers felt that teaching in a Catholic school was very important to them. It identified that members of the staff were committed and dedicated. They valued the opportunity to participate in prayer, liturgies and the Sacraments with their community. The data showed that the involvement between school and parish was of a very high importance to staff.

Staff felt that they were given opportunities to learn and develop in their roles through professional learning. They also identified that they were more energised from working together than when working alone. Staff agreed with the shared goals of the school.
Student Profile

Enrolment Policy

St Mary's Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>164</td>
<td>170</td>
<td>334</td>
</tr>
<tr>
<td>2015</td>
<td>177</td>
<td>183</td>
<td>360</td>
</tr>
<tr>
<td>2016</td>
<td>163</td>
<td>182</td>
<td>345</td>
</tr>
</tbody>
</table>

A large percentage of land surrounding the school was rezoned in 2014 and 2015. It is anticipated that the development of medium and high density dwellings will occur in the next two to three year period, and result in a possible increase in enrolment numbers for the future. The fluctuations in current enrolments is owing to families moving out of the area. Enrolment inquiries have been very high for Kindergarten 2017.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>95</td>
</tr>
<tr>
<td>Year 1</td>
<td>94</td>
</tr>
<tr>
<td>Year 2</td>
<td>94</td>
</tr>
<tr>
<td>Year 3</td>
<td>96</td>
</tr>
<tr>
<td>Year 4</td>
<td>96</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
</tr>
<tr>
<td>Year 6</td>
<td>95</td>
</tr>
</tbody>
</table>

School Average 95

Characteristics of the student body

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>137</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>9</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing.
within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

Our school wide Positive Behaviour Support (PBS) program has been in place since 2007.

The purpose of this program was to create an environment in which learning and teaching are valued, and unsafe behaviour is discouraged. Care, respect, responsibility and cooperation were taught and encouraged, so that the teaching of the fundamental skills of literacy and numeracy could be maximised. It raised issues of possible playground/classroom scenarios, enabling us to skill children in ways to respond to these situations. A PBS committee made up of several staff, representing each Stage, met fortnightly with members of the school leadership team and school counsellor to discuss student management and welfare issues across the school community.

Reporting and follow up procedures pertaining to bullying are in place and accessible to all students and parents.

Anti-bullying strategies were also taught to children as part of teachers' Personal Development, Health and Physical Education (PDHPE) programs. In 2016 such policies were reviewed and maintained within the school community. Programs such as Rock and Water (Stages 2 and 3) and Stones and Streams were run over an eight week period to support our proactive anti-bullying policy.

We have had the ongoing support of student services from the Catholic Education Diocese of Parramatta, in providing for the emotional and social needs of our students. Our school counsellor has worked with a number of our students in one-to-one settings. Part of this process involved consultation with parents and outside agencies when required. Our school motto, CARE, and the underlying principles behind it, is the basis from which our PBS programs and procedures are derived.

There were no changes to the policy in 2016.

The full text of our Positive Behaviour and Anti-Bullying policies can be obtained through our website http://www.stmarysrydalmere.catholic.edu.au

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

There has been no change to the policy in 2016.
Section Eleven: Financial Statement

Income
- Commonwealth (64.6%)
- Capital (0%)
- State (19.4%)
- Fees (14.9%)
- Other (1.1%)

Expenditure
- Capital (3.6%)
- Salary (74.1%)
- Non-Salary (22.3%)

RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,727,321</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$819,725</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$628,343</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$47,390</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,222,779</strong></td>
</tr>
</tbody>
</table>

RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$148,532</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,059,758</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$918,180</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,126,470</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.