

2023



St Mary's Primary School





In 2022 the school moved from a P&F Association to adopt the new Diocesan model of a Parent Engagement Group PEG model. This model is hoping to engage parents more in the educational activities of their children's learning and participation in school events other than just fundraising. During 2023 we held meetings concerning support for reading, cybersafety, hand on maths activities and the introduction of school TV.

The PEG continues to help fund the employment of a Groundsman, the purchase of new books for the Library, the running of the school canteen and clothing pool. The strong partnership between the school and PEG is certainly a strength in our community.

### Student Body Message

The school's Student Leadership Team led the school student body extremely well in 2023. It was the first year of adopting our new Student Leadership Policy which gave more students the opportunity to lead a facet of the school. Our school and vice captains also participated as members of the Upper Hunter Shire Council Youth Council, which continued to meet throughout the year and represented our students in the Upper Hunter community.

The school's Student Representative Council operated effectively during 2022. Meetings were held under the supervision of the Assistant Principal. Students held their class positions for one term, thereby enabling a large number of students the opportunity to experience leadership. All students had the opportunity to present their ideas through class meetings and these views were conveyed to their Student Representative Council member, who presented these to council meetings.

The Student Representative Council conducted formal assemblies each term, giving children opportunities to improve public speaking, present reports and have greater ownership over student centered programs.

During 2023, the Student Representative Council took part in and promoted the following programs and activities that raised the profile of St Mary's in the local community:

- National Walk Safely to Schools Day
- Project Compassion – Caritas Australia
- Catholic Missions Appeal
- Assistance to children in Cambodia

- Scone Horse Week Festival
- Anzac Day and Remembrance Day celebrations
- Parish community building events and activities
- Christmas celebrations

We held another successful Leaders Retreat in 2023 in which staff worked with students to prepare them for the many facets of student leadership at St Mary's.

# School Features

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St Mary's is a co-educational K-6 primary school in the rural town of Scone, in the Upper Hunter Valley of NSW. It draws students from Scone and the surrounding towns and properties, extending to Murrurundi, Aberdeen, Gundy, Bunnan, Moonan and Ellerstoe3

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students with identified (NCCD) needs, a Gifted Education Mentor supporting staff to identify and cater for gifted learners.

- pastoral care through a Pastoral Care Worker, school counsellor and support from the Catholic Schools Office and agencies.

St Mary's offers students a broad range of opportunities to support their learning and personal development:

- community partnership with Where There's a Will to build mental health through Visible Wellbeing
- regional and diocesan competitions in debating, public speaking, maths bee and spelling bee.
- participation in regional, national and international competitions, such as ICAS competitions (Mathematics, digital technologies, writing, Science, English), APSMO Maths Olympiad and Maths Games, Science and Engineering Challenge.
- Gifted Education Lead School - identifying and supporting Gifted learners in the classroom and through referral,

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# Student Profile

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## Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	20
Number of full time teaching staff	7
Number of part time teaching staff	7
Number of non-teaching staff	6

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

We were pleased to be able to undertake learning in the following areas during 2023 to complement our School Improvement Plan:

- PLTs - Classroom data analysis informing teaching strategies and setting student goals
- Leading Learning Collaborative (Lyn Sharratt)
- Encountering Scripture - Spirituality Day - Catholic Moral Purpose (Ryan Gato)
- Faith Formation Experiences - Creating a Retreat experience, The work of Mary (Ryan Gato) and the Mercy Charism (Mark Spencer)
- Staff wellbeing (Daniela Falecki)
- English Syllabus introduction, Differentiation in Reading, Reading Fluency, School Literacy
- Agreed Practices, Scope and Sequence writing
- ICT use for student feedback & goal setting (Marc Hattam)
- Religious Literacy (Karli Chenery)





## Curriculum, Learning and Teaching

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The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) 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 Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Staff of St Mary's work collaboratively in Professional Learning Teams to provide deep analyses of data in Literacy and Numeracy to improve student outcomes across K-6. Case Management Meetings form part of the strategic whole school approach to improve student outcomes, taking professional learning from a whole school level to an individual teacher's 'point-of-need'. The continuation of Successful Foundations in Year K - 2 gives children opportunities to show the infinite ways they express their interests, capabilities, needs, thoughts, feelings and imaginings by allowing students to explore, discover, negotiate, take risks, create meaning and solve problems – all the important foundations for developing literacy, numeracy and social skills.

The school has continued its partnership with Where There's a Will in embedding Visible Wellbeing as part of the teachers' pedagogy. A committee of staff members continue to work together as the VWB implementation team organising wellbeing activities for staff and students. The assistant principal has supported staff in developing the use of wellbeing practices to embed a culture of wellbeing across

Students undertook a cohesive sporting program with the support of external providers through the Sporting Schools Project. Students participated in swimming, athletics, cross country, gymnastics and lawn bowls. Students continue to participate in regional sporting gala days and competitions.



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NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	56%	64%
	Reading	67%	74%
	Writing	44%	66%
	Spelling	33%	69%
	Numeracy	72%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.



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The CSO launched an Anti-Bullying Handbook for schools. The guidelines outlined in the handbook reflect the requirements of the Catholic Schools Office (CSO) Student Anti-Bullying Policy and provide information for our school community to work together to prevent and address issues of student bullying.

The Diocese of Maitland-Newcastle has established a Complaints Resolution Policy which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the Complaints Resolution Policy may be accessed on the School's website, the administration office or at the CSO website at this link: <https://www.mn.catholic.edu.au/about/policies/> .

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## School Improvement

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The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

Our goal for Catholic Mission and Formation was to provide a formation experience to all members of the school community as indicated in the Faith Formation Framework. Staff were involved in Professional Learning regarding retreat experiences as well as a whole staff retreat. This was measured in the 2022 Tell Them from Me data to reflect a measurable growth in faith formation experiences.

Our goals in education were achieved in:

- providing opportunities for Professional Learning for all staff in all aspects of Scarborough's Reading Rope.
- staff worked with students to create individual learning goals each term and communicate these
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Implementation of the uninterrupted Literacy Block. Focus on Reading Comprehension, Spelling and Vocabulary in conjunction with new syllabus.

Implementation of new Positive Education Scope and Sequence and collection and analysis of data.

# Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes

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## Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,868,999
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$524,984
Fees and Private Income <sup>4</sup>	\$407,936
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$101,200
<b>Total Income</b>	<b>\$2,903,119</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$7,265
Salaries and Related Expenses <sup>7</sup>	\$2,128,700
Non-Salary Expenses <sup>8</sup>	\$835,234
<b>Total Expenditure</b>	<b>\$2,971,199</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

