

2023

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Message from key groups in our community

Principal's Message

St A Ufnig is situated in the suburb of Warners Bay on the shores of beautiful Lake Macquarie. Our large grounds have two playing fields, three hard-surfaced undercover playing areas, a large oval playing area with an adjoining sandpit, 3 cricket nets, an imaginative playground, a fairy garden, a prayer garden, a yarnning circle and bush tucker garden, a herb garden, a veggie garden and landscaping with native flora and fauna.

As a Catholic school, we strive to create a loving, caring and compassionate environment in which the teachings of Jesus are evident and community members treat each other with kindness and respect. The school enjoys a reputation for academic excellence, performing arts, cultural and sporting achievements and learning technology innovations. In Years 4-6, laptops are used on a 1:1 basis for all students as part of a contemporary learning approach.

St A Ufnig is an extremely well-equipped school, educating students

Student Body Message

St A Ufnig is a welcoming and inviting school with a positive atmosphere. This is due to our fantastic teachers and other staff, and friendly students. In 2023 we were awarded the Diocesan Emmaus Award for School Community. We have many areas in which to participate and excel. There are many opportunities to represent St A Ufnig in academic and sporting events at school, regional, diocesan, state and national levels. We are proud of our creative talents, with our whole community performing our school musical at the Civic Theatre this year. We also have two choirs and a concert VUbX"

Our school excels at 21st-century learning Ê we have robots, interactive smart hub screens, computers and iPads, and Years 4-6 work on individual laptops.

At St A Ufnig we value our environment Ê we are proudly a Ńfi VVlg\!free gVcc Ńž we compost and use our vegetable garden for our canteen. In 2023 we won the Lake Macquarie City Council School Sustainability Award. We have a beautiful school Ê modern buildings, plenty of fields and three Covered Outdoor Learning Areas. We have a variety of play spaces for children to choose from in our school, and we are encouraged to be creative and use our imagination.

Our school has a close connection with our parish. We are happy to be able to celebrate liturgies with Fr Greg Barker (Parish Priest), Fr Priyantha (Assistant Priest) and our families on our COLA and in our church. We enjoy being involved in many social justice opportunities.

There are several student leadership teams at St A Ufnig including School Leaders, Sports Leaders, Mini Vinnies, Wellbeing Leaders and Sustainability Leaders.

School Leaders

Student Profile

Student Enrolment

The School caters for students in Years K Ë 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
197	197	49	394

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- ï Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- ï Establish a common, consistent approach in enrolment practices.
- ï Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2023 was 90.10%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.21	89.83	90.67	90.35	88.86	91.06	88.71

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	37
Number of full time teaching staff	16
Number of part time teaching staff	10
Number of non-teaching staff	11

Total number of teaching staff by NESA category

Teachers at this School are either accredited or registered by the NSW Teacher Accreditation Board (TAB). Accreditation at the levels of Provisionally Accredited, Accomplished and Lead Teacher is required for employment in the Diocesan Schools System (system-wide accreditation). These levels are as follows:

- Conditional
- Provisionally Accredited
- Proficient
- Highly Proficient
- Lead Teacher

Additionally, the school may employ teachers who are currently actively engaged in the submission process for accreditation. Teacher status at individual schools can be sourced directly from the TAB website.

Professional Learning

The ongoing professional development of each teacher is a key focus of the school. This is achieved through a variety of professional learning opportunities, including:

Summary of professional learning at this school

This year St Mary's staff participated in a wide variety of face to face and online professional learning opportunities including, but not limited to, Faith Formation and Encounter, James Bevan's Learning Design and growth mindset for learning, Cultures of Thinking and Making Thinking Visible, Mathematics E' with a focus on pre/post assessment and problem solving, creating engaging liturgical celebrations, English E' with a focus on the science of reading and comprehension strategies, utilising digital learning tools in the classroom, performing arts E' with a focus on the school musical, NESA compliance, religious literacy, assessment and data literacy, early learning, Lyn Sharratt's Clarity 14 Parameters, Michael Aronson's Teaching for Expertise (through multiple perspectives), the new English and Mathematics Syllabus, High Impact Teaching Strategies, School Culture, Safe and Supportive Learning Environments, Supporting Students With Disabilities, Cognitive Ability Test Data Analysis, NAPLAN Data Analysis, Responsible Digital Citizenship and eSafety, Mindframes and Learning Dispositions for Success, Be You, WHS, Governance, Child Protection and Safeguarding.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and **in** partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, BT/FETBT/F3 welcoming and diverse communities with a particular commitment to

Children from Years 3-6 received the Sacraments of Reconciliation, Confirmation and Eucharist through the Parish Sacramental Program, which is supported by the school.

Our staff and students designed and established a special prayer garden to allow for quiet prayer and reflection. We also established a yarnning circle and bush tucker garden to enhance our connection with Aboriginal *gurrjinh Ujinh*

The St A Uring School community has a close relationship with the Parish community and actively participates in the Parishes of

staff at St A Ufmg have had extensive professional learning on meeting the needs of Early Learners and we look forward to continuing to promote and endorse Successful Foundations in the future.

St A Ufmg challenges every student in a supportive learning environment and values each gh XYbfg different abilities. We acknowledge that students learn in different ways, therefore learning programs must contain different options for learning. A wide range of support is provided for students who need assistance with learning academically and socially, and academic strengths are challenged during classroom learning. The Learning Support Team at St A Ufmg continued to assist the teaching staff in meeting the diverse needs of students. We consulted with students, their families and specialist services to understand individual needs, and to determine the adjustments required. The Learning Support Team collaborated with teaching staff to develop and deliver a variety of programs and intervention.

In 2019, St A Ufmg became a Gifted Education Lead (GEL) school. Being a GEL school provides staff with opportunities to engage in a range of professional learning to strengthen their understanding of gifted education. We focus on identifying gifted learners and providing appropriate educational programs and interventions to enable the development of IU Ybfi to achieve potential. Gifted education at St A Ufmg allows teachers to focus on differentiation and catering for the needs of our gifted students. We understand the importance of supporting our students on their educational journey, as we recognise gh XYbfg potential and foster their talents. Each year, several of our highly gifted

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and

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NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	77%	64%
	Reading	93%	74%
	Writing	89%	66%
	Spelling	87%	69%
	Numeracy	89%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented

School Improvement

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 Strategic Improvement goals for 2023 were:

CATHOLIC FORMATION AND MISSION – to ensure school liturgical celebrations are engaging, meaningful and understood by all in our community. This is an ongoing goal in our three-year plan, and we are making good progress with liturgies becoming more engaging for students and higher attendance by families at school liturgical celebrations.

LEARNING – to ensure all students show growth in problem solving and working mathematically, AND to ensure all students show growth in phonemic awareness and comprehension. These are ongoing goals in our three year plan. They are is being achieved by continued focus on building confident and persistent learners, with a focus on mathematical problem solving skills, and early reading skills (hearing, recognising and manipulating sounds to decode words). All staff have participated in professional learning for teaching staff on Numeracy, with an intense focus on the Launch, Explore, Summarise approach, and Literacy, with an intense focus on reading and comprehension skills. Professional learning has also been engaged in to explore and implement the new English and Mathematics Syllabuses.

Regular, uninterrupted time was allocated to PLC meetings, and teaching staff participated in Case Management Meetings as a Stage with the school Leadership Team, focusing on ensuring children were achieving to their full academic potential, in literacy and numeracy. We continued our professional learning and implementation of 'The Learning Pit', Visible Learning, and best practice in Early Learning and Gifted Education. We also continued to embed Cultures of Thinking, and utilised a wide variety of thinking routines to assist students in making their visible thinking.

WELLBEING - to improve student, family and staff understanding of the importance of cybersafety and how to be responsible digital citizens. This is also an ongoing goal in our three year plan. With children spending more and more time online, we have ensured a focus on teaching children safe online behaviours. This is done in Library lessons and classrooms, and includes participating in a variety of esafety commissioner webinars. Parents are provided relevant information and helpful tips on how to support their children online in each newsletter, and they are regularly invited to online parent workshops on esafety. Our Wellbeing Student Leaders have a voice in cybersfatey issues, and assist staff in promoting positive online behaviours in the V&a i bJm'

Priority Key Improvements for Next Year

In 2024, the St A Ufmg community is committed to continuing to focus on our three year strategic improvement plan goals:

CATHOLIC CULTURE AND MISSION

- ensuring school liturgical celebrations are engaging, meaningful and understood by all in our community to reflect the Catholic Identity of the school

LEARNING

- Ybgi f]b[all students showing growth in problem solving and working mathematically
- Ybgi f]b[all students showing growth in phonemic awareness and comprehension

WELLBEING

- ensuring student, families and staff understanding of the importance of cybersafety and how to become responsible digital citizens

Community Satisfaction

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 to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Through informal consultation with parents and carers, feedback was overwhelmingly positive and indicated a very high level of satisfaction.

Staff received a high volume of positive feedback from parents, such as:

Parish Family Mass

You need to be congratulated on such a lovely morning yesterday.

Your school is such a wonderful example to all the new parents and children coming along starting next year, they could feel so satisfied with their decision to send their little ones to St Mary's.

Such a fabulous school with such faithful and caring teachers and Principal.

You give so much of your time and energy to what you do, it showed yesterday.

School Culture

We just wanted to send an email to share how happy our family is with your wonderful school.

Our child's transition to kindergarten and first year of schooling has been such a positive experience for us all. He has learnt so much and grown in confidence tremendously. We know he feels safe, cared for and supported at school, and that is the most important thing to us.

We have been so blessed for our child to have (name) as his teacher. She has been wonderful throughout the entire year and has been everything we hoped our son would have in a kindergarten teacher. Her collaborative approach, excellent communication and nurturing but still firm nature has been very much appreciated.

Our family has all felt very welcomed by yourself and the St Mary's community as a whole, your presence in the school does not go unnoticed and is lovely to see. I can't forget to mention my son's wonderful buddies, (names), who have been absolutely fantastic with the boys and really made a positive difference in their kindergarten experience.

Thanks again to yourself and

Overall, staff recognise and foster a strong collective culture at the school, in which staff collaborate to achieve shared goals and support one another throughout the process, and staff cultivate collective efficacy to improve our students' educational experiences.

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 ¹	\$3,556,504
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$941,730
Fees and Private Income ⁴	\$1,070,270
Interest Subsidy Grants	\$24,837
Other Capital Income ⁵	\$305,655
Total Income	\$5,898,996

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$44,159
Salaries and Related Expenses ⁷	\$4,033,349
Non-Salary Expenses ⁸	\$1,837,203
Total Expenditure	\$5,914,711

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.

END OF 2023 REPORT