

2022

About this report

St Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Student Body Message

St _____ is a welcoming and inviting school with a positive atmosphere. This is due to our fantastic teachers and other staff, and friendly students. We have many areas in which to participate and excel. There are many opportunities to represent St _____ in academic and sporting events at school, regional, diocesan, state and national levels. We are proud of our creative talents - our choirs, folk groups, guitar group, concert bands and rock band. In 2022335.5 650.41 T

Student Profile

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 describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
205	190	51	395

* 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:

Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.

Establish a common, consistent approach in enrolment practices.

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 2022 was 89.54%. 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
90.00	91.23	90.00	89.77	90.20	88.80	86.80

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	29
Number of full time teaching staff	16
Number of part time teaching staff	5
Number of non-teaching staff	8

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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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

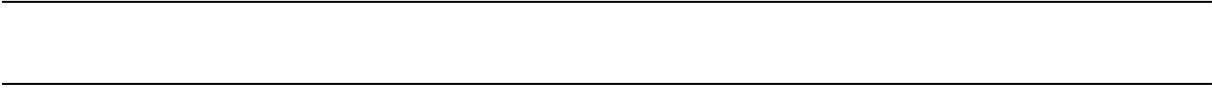
The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). 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

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, Cultures of Thinking and Making Thinking Visible, High Impact Teaching Strategies, School Culture, Collective Student Efficacy, Lyn Sharratt's Clarity 14 Parameters, Assessment and Data and Supportive Learning Environments, Teaching Reading, Supporting Students With Disabilities, Teaching Numeracy, Cognitive Ability Test Data Analysis, NAPLAN Data Analysis, Responsible Digital Citizenship and eSafety, Growth Mindset in Mathematics, Mindframes and Learning Dispositions

pleased to be able to welcome families back on to the school site for these liturgical

Children from Years 3-6 received the Sacraments of Reconciliation, Confirmation and Eucharist this



St challenges every student in a supportive learning environment and values each 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 continued to assist the teaching staff in meeting the diverse needs of students. We consulted with students, their families and specialist

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. This 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 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.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School			

Pastoral Care and Student Wellbeing

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.

There were changes to the policy in 2022.

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.

Complaints Handling Policy

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.

Initiatives promoting respect and responsibility

The Anti-Bullying Policy, along with the Wellbeing and Pastoral Care Policy, form the basis of our care of students. The St _____ School Prayer and Acknowledgement of Country, recited daily during morning assembly, uphold the values of respect of all people. Respecting the land, people, environment and the spirituality of others is integrated into all subject areas. This respect is also highlighted through our Catholic Social Teaching and Catholic Principles included in our teaching and learning programs.

In recent years, significant time was dedicated to collaboratively revising and updating our School Expectations, our School Consequences and Reflection Sheet. These were formulated with the student body to assist children to identify their rights and responsibilities as members of the St _____ community. Families were also consulted as part of this process. Responsibility is promoted through our very successful Kindergarten and Year 6 Buddy Program, and our K-6 Wellbeing Groups.

The Australian, Aboriginal and Torres Strait Islander flags are raised each morning. We also have a dedicated Aboriginal Education Teacher.

St _____ participates in Mini Vinnies and other social justice initiatives advocating for fairness for all groups in our community. We continue to have Wellbeing Week each term and encourage wellbeing and mindfulness to be an ongoing and daily part of the classroom routine. Our whole school focus on the You Can Do It! Program assists in encouraging self-respect and, in

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

with helpful tips on how to support their children online. Our Wellbeing Student Leaders participated in webinars and online learning opportunities on positive body image through Be You and Body Bright, and prepared presentations for all students, staff and parents to better understand the importance of a healthy lifestyle and a positive body

Priority Key Improvements for Next Year

In 2023, the St community is committed to:

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

- ensuring all students showing growth in problem solving and working mathematically
- ensuring 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

Student responses showed they agree or strongly agree that learning time is used effectively and classroom instruction is relevant to their everyday lives. They feel classroom instruction is well-organised, with a clear purpose, with feedback provided to help them learn.

Students reported that teachers are responsive to their needs and provide them with encouragement and advice, and believe staff encourage

Student responses clearly showed that they believe the school encourages positive behaviour and children feel very safe at St and children know that the school will help if they tell a teacher that they feel unsafe.

Students believe **St** is a positive learning environment where everyone is expected to succeed in their learning. They also believe that St shows children what it means to live like Jesus.

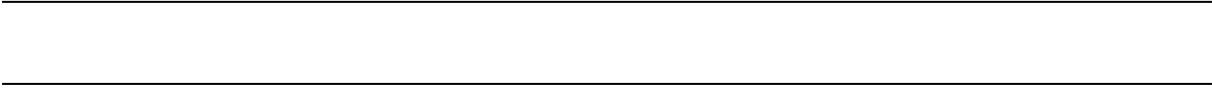
'Our school helps children learn to their very best and care about how people feel. The teachers do not put up with bullying and are very encouraging to try new things.'

'I like all the opportunities that we have for sports and other activities. I like the fields that we have and the furniture that we have. I also like the teachers that we have at St Mary's. I love my school I wouldn't change anything about it. I like it just the way it is. We have more resources and more opportunities in sports and other activities than my old school and I feel more accepted and safe where I am now.'

'I really like how in this school I can just

Staff strongly believe there is a shared sense of responsibility amongst staff for the faith life of the school, and that Catholic beliefs and values are expressed in all school activities, including policy implementation. Staff believe social justice initiatives within the school have a distinctive Catholic purpose which are underpinned by Catholic Social Teaching.

Staff reported particular satisfaction that St _____ is an inclusive Catholic school that has a well-established strong learning culture that utilizes data to inform teaching strategies.



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- 2.
- 3.
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- 8.

END OF 2022 REPORT