

2023

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About this report

St >cgYd\lg' Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. 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

The dedication of our school staff and leadership team, continues to inspire us. Their unwavering commitment to nurturing our every child's potential is the cornerstone of our

School Features

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St >cgYd\lg Primary School is a two-stream Kindergarten É Year 6 Catholic systemic coeducational school located in Merewether. Upon completing their primary education at St >cgYd\lg most of the students follow the system's secondary pathway of St Pius X, Adamstown or St Francis Xavier College, Hamilton.

The school is one of two Catholic primary schools in the Newcastle Inner City Parish of St Benedict. This site has provided Catholic education since 1876 when a church and school opened. From 1882-1884 the Sisters of Mercy, Hamilton and lay teachers conducted a school, until in 1888 when the Sisters of St Joseph arrived. Along with the primary school, a [] high school was established on the site in 1932. In 1936 a two storey brick school was constructed on the

Special school events providing witness to community spirit and Catholic values include St >cgYd\lg Day, Mother's and Father's Day breakfasts and liturgies, beginning and end of year thanksgiving Masses or liturgies, Harmony Day, NAIDOC Day, the National Day of Action Against Bullying and Violence, weekly assemblies and creative arts dYfZcfa UbWg"

An active Parents & Friends Association (P&F) contributes enormously in their partnership with the school. An example of this involvement is the large number of parents who organise and/or participate in fundraising and social events throughout the year. Communication with parents is maintained through formal information sessions, the school website and official Facebook page, the Compass parent portal, formal and informal parent meetings, school newsletter and regular P&F meetings.

A collaborative relationship has been formed with the staff of St Francis Xavier College in preparation for the majority of our Year 6 students enrolling there for 2024, as it is transitioning from a senior school to a Year 7-Year 12 gWcc"

Student Profile

Student Enrolment

The School caters for students in Years K Æ 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
187	202	62	389

* 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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	35

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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, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

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development extends to our staff, who benefit from ongoing opportunities for growth through weekly prayer gatherings that help nurture their spiritual well-being.

Collaboration between our Principal, Religious Education Coordinator, and Parish Priest strengthens the bond between our school and parish, integrating faith into our educational endeavours. The Religious Education Coordinator actively contributes to preparing children for the Sacraments and participates in the Sacramental Program by participating in the Confirmation retreat and attending the Confirmation Liturgy at the Cathedral, fostering strong connections with St YbYXWg Inner-City Newcastle Parish. Students are encouraged to engage in parish life and represent our school at various Diocesan and community events including our student leaders representing our school at the ANZAC Day Commemoration service.

Highlighting our dedication to social justice, we acknowledge the traditional landowners, the Awabakal people, and engage in fundraising initiatives to support the wider community, including endeavours such as Project Compassion, Catholic Mission, and the St Vincent de Paul appeals. Through these efforts, we embody the principles of Catholic education, striving to make a positive impact on our local and global communities.

Curriculum, Learning and Teaching

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.

St. Margaret's Merewether is committed to delivering a comprehensive and inclusive curriculum designed to cater to the diverse needs of all students. Our focus is on providing engaging and challenging programs that foster growth and enable each student to achieve their learning goals. As a Catholic school, our mission is to nurture the holistic development of every child, encompassing their academic, spiritual, emotional, and social well-being.

We embrace a strengths-based approach that acknowledges and builds upon each student's unique talents and capabilities. Encouraging students to work at their own pace, we offer a supportive and adaptable learning environment where they can participate in meaningful and enriching activities tailored to their individual needs and learning styles. Our dedicated teachers share a common vision for curriculum delivery, offering diverse opportunities for students to deepen their understanding of concepts and develop essential skills such as teamwork, critical thinking, and problem-solving. The synergy between curriculum and pedagogy is paramount in our educational philosophy.

Our curriculum prioritises continuous student growth and enrichment, particularly in English and Mathematics from Kindergarten to Year 6. Through ongoing professional development, our staff continually enhance their teaching strategies, focusing on explicit instruction in English; and exploration, adaptive reasoning and problem solving in Mathematics. We monitor student progress closely using whole-school data walls and spreadsheets, and collaborate in Professional Learning Teams (PLTs) to design targeted learning experiences that address student needs. Pedagogical Mentors provide guidance and support to ensure best practices are implemented across the school.

We continue to implement the new Religious Education curriculum for students K-2, we emphasise the Pedagogy of Encounter, exploring the mystery of God and the Catholic faith at its core. We integrate the Early Years Learning Framework and the Successful

Foundations Action Research project in Kindergarten and Year 1, utilising various pedagogical approaches, such as play based learning to enrich the learning experience.

Our commitment to technology integration is evident through programs such as Bring Your Own Device (BYOD) for Years 4-6 and laptop use from Kindergarten to Year 3, fostering students' digital literacy skills. Additionally, we provide support for gifted students through enriched classroom experiences and participation in programs like the diocesan Virtual Academy. Students requiring additional assistance receive personalised support through individual or small group interventions, both in the classroom and on the playground, to help them realise their full potential.

In summary, St. >cgYd\Íg' Merewether remains dedicated to providing a dynamic and inclusive educational environment where every student can thrive academically, spiritually, and socially. Through collaboration, innovation, and a commitment to excellence, we empower our students to become lifelong learners and compassionate members of society.

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 Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the 'general' performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching

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NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	98%	64%
	Reading	100%	74%
	Writing	95%	66%
	Spelling	97%	69%
	Numeracy	91%	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 [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.

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Behaviour Management and Student Discipline Policy

The School's policies and procedures for the

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

St. Margaret's is committed to fostering respect and responsibility through various initiatives implemented across the school, whether on a class level or whole school basis. In 2023,

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

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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

Great appreciation was also expressed in regard to the leadership team providing staff with the opportunities to offer feedback, in particular to the practices of case management meetings and professional learning teams. The staff were not only grateful for the opportunity to express their thoughts but in how that feedback was acted upon and resulted in the leadership team working with the staff to make positive changes to whole school practices.

It was also felt that there was great communication with parents, along with a high level of community and parent involvement throughout the course of the year.

Staff expressed appreciation for the continued support for the provision of resources and high-quality classroom learning environments.

They also valued the shared language the staff have and the collaborative approach that is in place to support student learning.

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	\$3,472,978
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$919,869
Fees and Private Income ⁴	\$1,215,494
Interest Subsidy Grants	\$4,007
Other Capital Income ⁵	\$336,384
Total Income	\$5,948,732

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$1,685
Salaries and Related Expenses ⁷	\$4,136,157
Non-Salary Expenses ⁸	\$1,644,903
Total Expenditure	\$5,782,745

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.

