St Mary’s Primary School
Warracknabeal

REGISTERED SCHOOL NUMBER: 581

2014 Annual Report
TO THE SCHOOL COMMUNITY
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## Contact Details

<table>
<thead>
<tr>
<th><strong>ADDRESS</strong></th>
<th>2-8 Campbell St, Warracknabeal, 3393</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRINCIPAL</strong></td>
<td>Ms Helen Quarrell</td>
</tr>
<tr>
<td><strong>PARISH PRIEST</strong></td>
<td>Father Neville Stanislaus</td>
</tr>
<tr>
<td><strong>SCHOOL ADVISORY COUNCIL CHAIR</strong></td>
<td>Mr Greg McKenzie</td>
</tr>
<tr>
<td><strong>TELEPHONE</strong></td>
<td>(03) 5398 2001</td>
</tr>
<tr>
<td><strong>EMAIL</strong></td>
<td><a href="mailto:principal@smwarracknabeal.catholic.edu.au">principal@smwarracknabeal.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>WEBSITE</strong></td>
<td><a href="http://www.smwarracknabeal.catholic.edu.au">www.smwarracknabeal.catholic.edu.au</a></td>
</tr>
</tbody>
</table>
Attestation: Minimum Standards & Accountability

I, Helen Quarrell attest that St Mary’s School Warracknabeal is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
School Mission

As a Christ centre school we value our Catholic beliefs, practices and traditions. In this educational environment we:

- will provide a comprehensive 21st century curriculum which is vibrant, challenging and will support the development of the whole person.
- will cater for the varied learning styles of our students.
- will provide an environment that is happy, safe and welcoming for our students and families.
- will respect the dignity of the individual and value the participation and contributions of all.
- will work in partnership with parents and the parish to encourage our students to make a contribution in the community in which they live.

School Vision

St. Mary’s Catholic School provides a challenging and comprehensive school curriculum, based on Catholic/Christian values and excellence in education. St. Mary’s School is committed to the development of the whole person as we promote and support caring relationships between school, home, parish and the wider Warracknabeal Community.
School Context/Overview

St. Mary’s Primary School, Warracknabeal, was founded in 1901 to provide the required education for all primary students in the State of Victoria and to promote the Christian formation of its students within the Catholic tradition. The school was opened on August 12th 1901 when Fr. Daniel Foley was the Parish Priest and Miss O’Brien was the first teacher in charge of the school. It was then situated in Anderson Street, on a site to the south side of the site on which now stands St. Mary’s Parish Church. In 1928 the Ballarat East Sisters of Mercy accepted responsibility for the school and provided their own Sisters for staff and leadership roles.

The school was transferred to its present site in Lyle Street in 1952, providing for some time education from Preparatory Grade to Year 8. The involvement of the Mercy Sisters came to a close when the last teaching Sister, Sr. Marie Flynn, completed her appointment in 1987. Since 1988 the school has been staffed by lay teachers.

Demographics

- The current enrolment is 103 children from 65 families. Enrolments are now increasing and it is our intention that this trend will continue. We are proactive in the wider community and have close links with the kinder etc. The students are organised in five learning areas.
- Current staffing consists of 3 full-time teaching staff, 3 part-time teachers and a teaching Principal. We also have on staff 4 valuable Learning Support Officers, a part time Librarian and an Administrative Officer.
- 34% of families this year receive the EMA allowance. Over the last five years there has been a steady increase in families receiving EMA. This trend is predicted to continue to increase quite significantly. This increase in families receiving EMA is due to difficult times in farming, an increase in single-parent families and low-income families. Although not all of the families are on the land, there is a rippling effect to the local economy.
- The school’s SES of 88 is also quite low.
2014 School Advisory Council and Parents’ Club Annual General Meeting
Principal's Annual Report

This report is presented to Father Neville Stanislaus and the St Mary’s Catholic Primary School Advisory Council and Parents’ Club Annual General Meeting, held 18th November, 2014. This is the Annual Report of the operation of St Mary’s Catholic Primary School, Warracknabeal for the 2014 school year.

ENROLMENT

At the time of writing this report our school enrolment totals 104 students.

At this stage, I am forecasting a 2015 enrolment of 108 pupils. We have 9 exiting Year 6’s, 12-14 incoming Preps and perhaps some movement throughout the school. This is a very pleasing result for our school.

For 2014 classes have been organised in five learning groups.

<table>
<thead>
<tr>
<th>Learning Group 1:</th>
<th>Learning Group 2:</th>
<th>Learning Group 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>Class Size 20</td>
<td>Class Size 21</td>
</tr>
<tr>
<td>Class Size: 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Group 4</td>
<td></td>
<td>Learning Group 5:</td>
</tr>
<tr>
<td>Class Size: 21</td>
<td></td>
<td>Class Size 21</td>
</tr>
</tbody>
</table>

Total Number of Classes: 5. Average Class Size: 21
## Staffing

During 2014, we operated with the following staffing level:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father Neville Stanislaus</td>
<td>Canonical Administrator</td>
</tr>
<tr>
<td>Mrs Joy Quarrell</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Religious Education Co-ordinator</td>
</tr>
<tr>
<td>Mrs Paula Winsall</td>
<td>School Administrative Officer</td>
</tr>
<tr>
<td>Miss Claire Schulz</td>
<td>Learning Group 1 teacher Foundation</td>
</tr>
<tr>
<td>Miss Amanda Cook</td>
<td>Learning Group 2 teacher</td>
</tr>
<tr>
<td>Mrs Tegan Ward</td>
<td>Learning Group 3 teacher</td>
</tr>
<tr>
<td>Mrs Jessica Lang</td>
<td>Learning Group 3 teacher</td>
</tr>
<tr>
<td>Miss Zara Cain</td>
<td>Learning Group 4 teacher</td>
</tr>
<tr>
<td>Mrs Fiona Holland</td>
<td>Learning Group 5 teacher (0.6) and Music/Drama</td>
</tr>
<tr>
<td>Mrs Kirsty Holland</td>
<td>Learning Group 5 teacher (0.4)</td>
</tr>
<tr>
<td>Mrs Angela Moloney</td>
<td>Release Art/Library teacher (0.6)</td>
</tr>
<tr>
<td>Mrs Bronwyn Orval</td>
<td>Learning Support Officer</td>
</tr>
<tr>
<td>Mrs Kaye Appledore</td>
<td>Learning Support Officer</td>
</tr>
<tr>
<td>Mrs Jane Richardson</td>
<td>Learning Support Officer /library support</td>
</tr>
<tr>
<td>Mrs Sonia Rodgers</td>
<td>Learning Support Officer</td>
</tr>
<tr>
<td>Ms Victoria Wilken</td>
<td>Learning Support Officer</td>
</tr>
<tr>
<td>Mr Jake Peters</td>
<td>Learning Support Officer</td>
</tr>
<tr>
<td>Mrs Kylie Fowler</td>
<td>Learning Support Officer</td>
</tr>
<tr>
<td>Ms Julie Engelmann</td>
<td>Cleaner</td>
</tr>
</tbody>
</table>

At the conclusion of the 2014 school year there will be some changes to our staffing. Some of these changes are yet to be confirmed.

However at the time of writing this report, we expect to employ a full time teaching staff member to replace Mrs Ward who will be commencing her family leave.

Father Neville Stanislaus, as Canonical Administrator, continued to work with the staff to ensure the best outcomes for our school community.

At the time of writing this report our staffing for 2015 has not been confirmed.
Industrial Relations & The Consultative Process
The Consultative Committee (all staff) continued to oversee and advise on school management and the education program.

- School Organisation and Class Sizes
- Face to Face Teaching and Release Time
- Positions of Responsibility
- Total Workload of Teachers

In keeping with the current Industrial Agreement, all staff are to take part in a formal Annual Review Meeting aimed at reviewing and affirming performance and professional development and setting goals for future work. These meetings took place in term four.

School Advisory Council
The School Advisory Council has continued its work as the main advisory body to Father Neville and myself.

2014 School Advisory Council Membership

<table>
<thead>
<tr>
<th>Chairperson</th>
<th>Mr Greg McKenzie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex-officio &amp; Nominated Members</td>
<td>Mr Tim Hausler</td>
</tr>
<tr>
<td></td>
<td>Mr Tim Moloney</td>
</tr>
<tr>
<td></td>
<td>Mrs Jo Bish</td>
</tr>
<tr>
<td></td>
<td>Mr Phil Zanker</td>
</tr>
<tr>
<td></td>
<td>Mrs Karly Kirk</td>
</tr>
<tr>
<td>Canonical Administrator</td>
<td>Father Neville Stanislaus</td>
</tr>
<tr>
<td>School Principal</td>
<td>Mrs Joy Quarrell</td>
</tr>
<tr>
<td>Staff Representative</td>
<td>Mrs Fiona Holland</td>
</tr>
<tr>
<td>Parents’ Club Representative</td>
<td>Mrs Paige McCoy</td>
</tr>
<tr>
<td>Finance</td>
<td>Mrs Paula Winsall</td>
</tr>
</tbody>
</table>

The School Advisory Council has met regularly and has supported the operation of the school. The School Advisory Council has continued to put much energy this year into the best possible outcomes for our school and children in terms of policies, school buildings and much more. Much has been achieved. I would like to thank all members of the School Advisory Council for their time and dedication. Mr Tim Hausler and Mrs Jo Bish will be leaving our School Advisory Council at the end of this school year. We thank them for all their hard work over many years. We also thank Mrs Karly Kirk who resigned from her position during the year.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Key Overarching Strategies</th>
<th>Additional Strategies specific to this Aspect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Catholic School Culture</strong></td>
<td>Strengthen the Catholic identity of the school in the Warracknabeal community</td>
<td>Strengthen the involvement of parishioners in the life of the school</td>
</tr>
<tr>
<td>To build school community ownership of Christian faith and Catholic heritage</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning and Teaching</strong></td>
<td>Ensure a whole school approach to teaching Mathematics, English and Inquiry</td>
<td>Develop and implement common approaches to contemporary planning and documentation</td>
</tr>
<tr>
<td>To strengthen student learning outcomes, especially in English and Mathematics</td>
<td></td>
<td>Articulate an evidence based shared understanding of contemporary learning (Staff, students, Board and parents)</td>
</tr>
<tr>
<td>Use rigorous and collaborative teaching practices as key actions to raise expectations of higher achievement levels in English and Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Well-Being</strong></td>
<td>Empower students to have ownership of their learning</td>
<td>Ensure that students are able to transition confidently into, through and beyond the school</td>
</tr>
<tr>
<td>To strengthen student engagement in their learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To improve student relationships with their peers and teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership &amp; Management</strong></td>
<td>Build teacher capacity to deliver a contemporary curriculum</td>
<td>Cultivate a culture of Professional Learning Teams that investigate, share understandings, strengthen and align teacher pedagogies</td>
</tr>
<tr>
<td>To strengthen teacher teaming and professional learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To ensure that resources and facilities are adequate for the school’s educational needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Community</strong></td>
<td>Enhance and deepen the sustainable practices of the school</td>
<td>Investigate and document ways for the community to be more involved in student learning</td>
</tr>
<tr>
<td>To increase the involvement of the wider community in sustainable practices of the school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Policy Considerations

During the course of the year, as part of its work, the School Advisory Council ratified/revised the following policies:

- Camps and Excursions
- Enrolment Policy
- Pastoral Care Policy
- Student and Staff Welfare

Time was also given for consideration of the following:

- Work Health and Safety Management System
- Ongoing maintenance, improvement and beautification of the school
- School community participation in the life of the school
- Financial management of the school
- Staff selection and appointment
- Reporting
- Compliance Matters

The School Advisory Council continued its work on Policy considerations in 2014 as part of meeting our VRQA Minimum Standards requirements.

School Community Involvement

St Mary’s continues to benefit greatly from the involvement of individuals and groups from the School and Parish Community:

- St Mary’s Parents’ Club
- Volunteer assistance across the school
- Parent assistance in the classroom
- Various speakers
- Meals on Wheels

The school also was active in its support of Australian Catholic Mission.

The students and staff have also benefited greatly from visits from many members of the local and wider community and visits locally to many places of interest.

Occupational Health and Safety

This continues to be an area that we need to be vigilant about and constantly work through. During 2014 we continued to outsource to SafeSmart solutions. SafeSmart Solutions completed an audit for safe work practices on our school site. They made a number of recommendations which we have implemented. Work Health and Safety Management System continues to be revisited and updated as required.
Religious Education

On May 15, 2005, Bishop Peter Connors mandated the *Awakenings* Religious Education Curriculum as the foundation and methodology for Religious Education in Catholic Primary Schools and Secondary Colleges in the Diocese of Ballarat.

*Awakenings* is the result of a three-year collaborative project of curriculum development authorised by the Bishops of Ballarat, Sale and Sandhurst and the Archbishop of Hobart.

Religious Education sets out to inform, form and transform learners and teachers by engaging them with the intellectual, ethical and spiritual richness of the Catholic tradition.

During 2014 we have been using many of the units of work from *Awakenings*.

Overall Classroom Programme

Throughout the year, the teachers continued to present a carefully planned, balanced classroom programme that covered the areas of:

- Religious Education
- English
- Library
- Interpersonal Development
- Mathematics
- The Arts
- Inquiry Units
- Personal Learning
- Technology
- Communication
- Health and Physical Education
- Civics and Citizenship
- LOTE (Japanese).

This year the staff have continued with our Inquiry approach. It is hoped that a more integrated approach will free up the curriculum, making it easier for teachers to manage and also have more enjoyable and meaningful learning for the students. We are planning learning and teaching experiences based on AusVELS.

This year we have continued our relationship with Warracknabeal Secondary College. We have been very fortunate to have the expertise of Mr Rodgers and some students during Semester 1 to assist us with our Energy Breakthrough preparations. We are looking forward to attending the Energy Breakthrough in Maryborough in late November.

We have also been very blessed to have Mr Akira Gotto teach Japanese for 60 minutes a week to the Senior students. The children have thoroughly enjoyed this experience. Mr Gotto has also been teaching Japanese for 30 minutes a week to the foundation children.

The Mates Mentoring Program has continued. We have consistently welcomed two Mates who continue to visit their “buddies”. These Mates work with selected children for up to one hour once a fortnight. We look forward to continuing this relationship next year. We thank the Mates for their time.

We have embraced the OLSEL Framework (English). We have been well supported in this journey with Education Officer Felicity Lane and Speech Pathologist Sarah Macdonald.

Closely aligning with our OLSEL Framework has been the WORDS (Linking Learning Project). A number of students from Years 9 and 10 from WSC have assisted our children with reading. They have listened to the students read as well as playing Literacy relevant games with the
children. We thank Mr Tonkin, Mrs Hewitt, Kelsey Hamilton and the students from WSC for their commitment to this initiative. We expect that this will continue in 2015.

We continue to work closely with Danielle Peters (CEOBO) with ICT. This year is the end of our 3 year lease for our MacBooks. We are investigating the way forward for 2015.

Mrs Sue Crowe (Inquiry Planning and Performing Arts Adviser) also provided support to our staff. Mrs Crowe provided support for staff with Inquiry based planning.

We are also part of the CEP (Country Education Projects) Cluster.

Early in the first term we commenced Swimming. These lessons focussed on Water Familiarisation. These sessions concluded with a very successful swimming sports.

The School Athletics Sports Day was again a great success. Children also took part in Cross Country events as well as the opportunity to participate in regional and state sports programmes. My thanks to the staff for their efforts in organising these events.

Education activities (Camps and Excursions) continue to be provided for children in all year levels. 2014 has been a transition year for our Camping programs. This is due to our 5 Learning groups structure. Learning Group 5 visited Urban Camp in Melbourne and engaged in many appropriate activities. Learning Group 4 visited the Little Desert Nature Lodge, Learning Groups 2 and 3 will be visiting the Pioneer Settlement in Swan Hill in December and the Preps will be visiting the Halls Gap Zoo in December. Also this year a group of children will participate in the RACV Energy Breakthrough in Maryborough. They are entered in the Pushcart events. We look forward to this being an annual event. Our thanks to all who assisted in any way at all with Camps, excursions etc.

Cross Country at Dimboola
Energy Breakthrough – ready for Maryborough with our Pushcart.

Learning Group 4 Camp
This year the school's website has been managed and updated by Paula. The School newsletter is also available on-line (http://www.smwarracknabeal.catholic.edu.au) (follow the links) and also at Skoolbag App. Children in Years 2 to 6 also have access to personal e-mail and internet facilities. Children in the Junior Area have access under teacher supervision and guidance. The school also extensively uses our Skoolbag App. Communication also occurs via our school Facebook page.

A requirement of Literacy/Numeracy Funding is that the school involve all Year 3 and Year 5 children in NAPLAN testing. In addition, all Prep, Year 1 and 2 children are assessed at the start and end of this year according to Children’s Literacy Success Strategy Programme.

We have also used Diagnostic Assessment tools, PAT R, and PAT M and PAT S for children in Years Prep – 6. These tools have enabled us to form a greater picture of the child’s learning and associated needs.

We continue to put a lot of energy and resources into providing for children with additional needs. These children come from both ends of the continuum with needs that span academic, social and emotional areas. My thanks to all teachers and Learning Support Officers for their effort in regard to these children.

This year we have continued to focus on “Cyber Safety” Awareness. We have considered matters such as –

- Internet and mobile phone safety
- What “sexting” means (Senior children).
- Social networking on mobile phones as well as on the Internet
- What is illegal when using mobile phones and the Internet?
- Tips for parents to help protect young people with mobile phones and Internet technology.

This year we have also become part of the Resource Smart Australian Sustainable Schools Initiative, Victoria. We are working towards becoming a sustainable school. We already have in place - drought tolerant gardens, vegetable gardens, chooks, solar panels and much more.

Hannah and Dane proudly showing the Preps “school grown” spring onions.
This year we also received an Energy Grant for $10000. We have recently completed an Energy Audit and we await their recommendations. It is likely that we will replace the existing lights in the building with LED lighting.

The Solar Panels at present are allowing us to operate a cost neutral school. This is a great source of celebration.

The Preps in their vegetable garden.
Curriculum & Professional Development

The school was closed to students on occasions, listed below, to enable staff to take part in professional development activities.

- April: OLSEL 2 days
- July: OLSEL 2 days
- August: Religious Education – Composite Model
- August: Northern Zone Conference
- Dec: Staff Day

In addition to whole staff in-service, all members of staff took part in a variety of in-services related to specific areas:

- Literacy OLSEL
- Numeracy
- Technology
- Religious Education
- Principals’ Network.
- Special Needs training and support
- Behavioural Concerns
- First Aid Education
- Anaphylaxis Training
- ICON (Integrated Catholic Online Network)
- 1:1 Learning for the 21st Century

I commend the staff on their preparedness to continually update their skills and add to the overall professionalism of the staff team.
Interim Plans for 2015

* Implementation of the School Improvement Plan for 2015 (as per the Ongoing School Action Plan)

In brief, the following activities should form part of our 2015 operation:

### Foundational Statements
- Major review of the Constitution.
- Develop a cyclical plan for all policy and protocol statements using the VQRA Guidelines as a guide.
- Establish aims for the school for 2015.

### Curriculum
- Australian Curriculum and Awakenings for RE – Continued Implementation of the National Curriculum.
- Maintain a focus on English and Mathematics.
- Continue the development and documentation of an Integrated approach to our school curriculum.
- Reporting using Accelerus.
- Participation in OLSEL.(Sustainable phase).
- ICON (Integrated Catholic Online Network).
- 1:1 Learning using updated technologies – iPads, iPhones, iPod touch, Chrome Books (TBC) and continued updating of infrastructure eg. wireless internet.

### Learning & Support Programmes
- Parish/School Sacramental Program.
- Ongoing review of documentation.
- Student Welfare.
- ICON
  - Staff professional development programme:
    - staff personal development
    - numeracy
    - literacy
    - working with gifted children
    - student portfolios, digital portfolios
    - reports
    - OLSEL Professional Development opportunities
    - Contemporary Learning and teaching for the 21st Century
    - Support for staff in this changing world.
School Administration and Staffing

- Staff professional development
- Staff role statements
- Provide professional development for School Advisory Council members and school staff regarding continuing to work on our School Improvement Plan.
- Maintain a schedule for the cyclical review of all school policies, protocols and role descriptions.
- Complete Work Health and Safety Management System Requirements.
- Annual Review Meetings
- Global budgeting
- Budget preparations

School Community Relationships

- Participate in Catholic Education Week
- Role and function of the parents and friends.
- Working bees
- Continue to utilise local groups and institutions
- Family nights and School Gatherings

Buildings, Equipment & Facilities

- Continue to implement ongoing maintenance
- Maintenance to synthetic turf areas.
- Increased enrolments
- Master Plan

Financial Management

- Professional development needs of administration staff.
- Global budgeting

General School Issues

- Ongoing tasks
- Sponsor guest speakers for students
- Organise activities with the local primary school
- ICON
- Learning for the 21st Century
As Principal I most sincerely thank our dedicated and hardworking staff. This has been a very challenging year with many demands on time and energies however everyone has always given their best effort.

I thank Father Neville, the School Advisory Council, our Parents’ Club and the St Mary’s Community for the help and support that has been given to the school. I would like to sincerely thank outgoing Advisory Council members Jo Bish, Tim Hausler and Karly Kirk. Your tireless support for our school is truly inspirational.

This year we have had many programs being offered in the school for staff, parents and children. Thanks to all concerned.

CEP Programs offered students many experiences. CEP funding is also used to heavily subsidise the children’s camps and excursions. St Vincent de Paul continue to support the school and our work. Thank you.

This year we farewell Liam Campbell, Jazmin Harvey, Nadia Harvey, Angus Hoye, Max McCoy, Will Martin, Charlie Penny, Nikki Quarrell and Kael Zanker. We sincerely thank you for your contributions to life at St Mary’s. We wish all our existing Grade 6 children every success for the future. We also farewell and thank Candice McGrath and Riley and Ethan, also Roger Hoye and Sharlene Ferguson. Thank you for your time with us at St Mary’s.

Once again I would like to thank everyone for making St Mary’s Catholic Primary School a vibrant community that we can all be very proud of.

**Outgoing Year 6s.**

![Outgoing Year 6s](image)

Joy Quarrell

Principal
St Mary’s Primary School, Warracknabeal

November 16, 2014
Parish Priest’s Report

My dear parents and members of staff,

As we come to the end of another year we often ask ourselves, ‘What has happened since last year?’ Then upon reflection on the events and activities we ask ourselves, ‘How did we get through them all? Your answers are as varied as mine. But I do know the grace of God was there in abundance and through His abundant blessings we may able to get through this academic year.

As Canonical Administrator to St Mary’s School, I have the privilege and duty of being available to students, staff and parents in the classrooms, and in the yard, in the staff room, at meetings of the School Board and in our parish church. This contact is essential if I am to fulfil my role and get an appreciation of how things are going for all concerned and how I can respond to needs as we walk our spiritual journey together.

This year has been a very successful year and also a challenging year. Hence, we have carried out our plan and achieved our goals for this year. The Lord has been constantly inspiring us as we seek the common good in all we do. This achievement of the School was totally rely on the dedication and commitment of the Staff, Parents and the well wishes of the School Community. They spent their talents, energy and time to organize a curriculum to provide the children an opportunity to learn more in the fields of education, discipline and sports.

I must thank Mrs Joy Quarrell our principal, all members of staff, the School Advisory Board, and the Parents and Friends club for the continuing interest you show, for the sharing of your talents, for the time and support you give to our children and their welfare. May God continue to bless the good work we are doing in His Name and may His presence and blessings be with us continuously in the years ahead.

With gratitude to all,

Neville Stanislaus,
Canonical Administrator.
School Advisory Council Report

It's with much pleasure I present the School Advisory Council Chairperson’s report.

As the end of another school year is drawing upon us I take this opportunity to reflect on the year that has been.

Our school community continues to grow and prosper which has been a combined effort involving our committed staff, parents and students.

On behalf of the board I would like to acknowledge the level of commitment that our families show towards our school, whether it's attending working bees or helping out in the classroom. Without this support our school wouldn't function as well as it does.

Thank you to the Rowe, Livingston and Mansfield families for looking after the oval and surrounding gardens this year. The purchase of the gang mower assisted in keeping our surrounds looking neat and tidy.

Thank you to Father Neville and the Bentley family for their support in allowing us to create the staff car park, pathway and gateway from the Lyle St crossing to our school grounds. This has been a great addition to our school, improving student safety and reducing congestion at the start and end of the school day. It also frees up valuable parking spaces in the main car park.

Congratulations to the Parents’ Club in their fundraising efforts over the year with a special mention of our school fete which was a great success.

To Joy and her staff thank you for your professionalism and commitment in running the school. Without your passion our school wouldn't be in the great position it is now. We look forward to your continued support in the future. May I wish Tegan the very best with her maternity leave and we look forward to her return.

Finally thank you to my fellow Advisory Council members for their level of commitment and support in the past year and I look forward to the same involvement of new and existing members in the future.

Greg McKenzie

Chairperson 2014
St Mary's Parents’ Club

President Report 2014

I would like to start by saying a huge thank you to each and every parent of the wider school community for their ongoing support and assistance when it came to fundraising for all the students within our wonderful school.

We started the year off with our major fundraising event, the fete. There was something for everyone with plenty of stalls, party planners, activities and food. The profit from the day was just over $5000, which was a wonderful result for the hours of work and effort. The feedback received from the wider community was also something to be celebrated.

A healthy lunch day was organized to raise funds for the NF1 foundation and $640 was donated to this charity. Thank you to all the parents who contributed time and vegetables to make the salad rolls possible. It was lovely watching many children try new and different foods to what they are normally comfortable with.

In September we held a Fathers’ day raffle. The Credlin family, Tammy Marshall and the Warracknabeal Pharmacy, donated prizes for this. Thank you to the many people within our school community who spent time selling tickets out the front of IGA and to family/friends. This raffle raised in excess of $1500.

All the money raised at these events meant we were able to purchase many items to benefit our school. Some of these purchases include netball dresses, portable netball goals, over $3000 of literacy resources, books for the library, Mathletics and Reading Eggs subscriptions and many more, just to name a few.

We also ran a disco for the students and a footy colours day. We catered for the Prep Information night, welcome to school morning tea, Mothers’ day, Fathers’ day, Grandparents day and a couple of smaller gatherings.

We have spent the past few meetings of this year reviewing our constitution ready for adoption at the AGM. A special thank you to Sarah-Jayne Holland for all the background work and persisting with the wording and editing.

I would like to acknowledge and thank the other office bearers. Kylie O’Connor for her work as treasurer over the past two years. Both Kelly Knoop and Kirsten Zwar have done a great job of fulfilling the role of secretary throughout the year. Thank you ladies.

Thank you to all the ladies who have made the effort to attend the monthly meetings, without you we do not have quorum which means we cannot vote or proceed with our ideas.

Sonia Rodgers President
## Key Overarching Strategies for this year

<table>
<thead>
<tr>
<th>Key Overarching Strategies</th>
<th>Actions that support school improvement across a number of aspects</th>
</tr>
</thead>
</table>
| **Strengthen the Catholic Identity of the school in the Warracknabeal community** | • Engage the community with the invitation to connect with Jesus during this Year of Grace  
• Provide opportunities for families to worship, share hospitality and celebrate the children’s learning  
• Embed an RE PLT to focus on shared planning and professional practice  
• Explicitly link the school’s values to the responsible use of social media and other communication tools.  
• Create a sacred space that is inclusive of our Christian and Australian heritage |
| **Build teacher capacity to deliver a contemporary curriculum** | • Deepen teacher understanding of Shared Christian Praxis  
• Maximise the use of technology in teaching RE  
• Articulate an evidence based shared understanding of contemporary learning (Staff, students, Board and parents)  
• Cultivate a culture of Professional Learning Teams that investigate, share understandings, strengthen and align teacher pedagogies  
• Review the after school meeting schedule to allow for ongoing whole school PLT’s  
• Strengthen use of data to monitor and plan for effective student learning |
| **Empower students to have ownership of their learning** | • Provide opportunities for students to retell Gospel stories through a variety of tools/technology  
• Use learning intentions and success criteria to build student ownership and responsibility for learning  
• Strengthen the use of Kids Matter, CAST and eSmart (Cyber Bullying) to address student wellbeing  
• Incorporate a whole school approach to student goal setting, self-assessment, metacognition and self-reporting  
• Seek ways to work in partnership with local schools to celebrate the creative and cultural unity of the Warracknabeal community |
| **Ensure a whole school approach to teaching Mathematics, English and Inquiry** | • Embed Stepping Stones as the key element for the teaching of Mathematics across the school  
• Identify and embed evidence based reading, writing, spelling and number  
• Build a culture of collegial coaching and feedback  
• Expand the Principal’s opportunities to be the educational leader  
• Seek opportunities to visit other schools modelling best practice |
| **Enhance and deepen the sustainable practices of the school** | • Enrich student understanding of our responsibilities for stewardship of the Earth/environment  
• Ensure that the Capital Master plan is adequate to the school’s needs and potential growth  
• Ensure that the school sustains its high ranking across all elements of the Insight SRC survey (Top quartile) |
### CEOB Teaching and Learning Support 2014

#### External Support

<table>
<thead>
<tr>
<th>Nominated Support (CEOB/Other)</th>
<th>CEOB – Education Officer: Felicity Lane, Sarah Macdonald</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspect and Goal Being Supported</td>
<td>To maximize student learning using rigorous and collaborative teaching practices through the OLSEL framework.</td>
</tr>
<tr>
<td>Timeframe (Term(s)/frequency)</td>
<td>3 visits per term</td>
</tr>
</tbody>
</table>

#### Support Actions

- **Collaboratively developing planning practices in English that incorporate the use of good ‘Assessment For Learning’ strategies.**
  - Use of strategies such as:
    - * Learning Intentions and Success Criteria,
    - * Effective Questioning
    - * Formative Feedback
    - * Scaffolding Reflection

- **Collaboratively identifying and embedding evidence based teaching practices; i.e. data driven teaching, to improve student outcomes in Literacy.**
  - Whole staff’s willingness to work towards:
    - * Improved teacher classroom planning through collaboration with an Education Officer and whole staff PLT’s,
    - * Reflecting upon modelled examples of best practice in Literacy. (OLSEL framework).
  - Relevant staff members ability to:
Catholic School Culture

- No specific focus in 2014.

Learning and Teaching - Strategic Action

<table>
<thead>
<tr>
<th>Goal [specific area for improvement]</th>
<th>I-Smart Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve numeracy standards through improved classroom teaching programs and the implementation of numeracy intervention.</td>
<td>Inspiring Specific Measurable Attainable Relevant Timebound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target [if appropriate]</th>
<th>Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAT Maths Assessment – minimum improvement of 5 scale score points for all students in Years 3 - 6</td>
<td><img src="square.png" alt="Started" /> started <img src="square.png" alt="Near Completion" /> near completion <img src="square.png" alt="Completed" /> completed</td>
</tr>
<tr>
<td>MAI – minimum improvement of 1 growth point per number domain for Years Prep – 6; i.e. 2111 to 3222 within the school year</td>
<td><img src="square.png" alt="Completed" /> completed</td>
</tr>
</tbody>
</table>

Key Overarching Strategy

- To build leadership capacity within the school community - staff, parents and students

<table>
<thead>
<tr>
<th>Specific Strategies and Actions (We will…)</th>
<th>What does success look like? (We have… We are …)</th>
<th>Responsibility (When &amp; By Whom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through National Partnership, refine Mathematics classroom teaching programs and implement the Quicksmart intervention program to improve students’ numeracy learning.</td>
<td>Teachers are more confident and knowledgeable in developing the classroom Mathematics program. Students at risk have improved numeracy standards allowing them to display greater confidence and become more active participants in the Mathematics program.</td>
<td>Class Teachers Teacher’s Aide</td>
</tr>
<tr>
<td>Use data to guide instruction and curriculum development at individual, class and the whole school level in Literacy and Numeracy.</td>
<td>Teachers are using learning intentions and success criteria to drive effective teaching. Teachers are incorporating effective teaching and learning strategies to engage and meet the needs of students.</td>
<td>Class Teachers</td>
</tr>
<tr>
<td>Foster parental involvement in how their children learn mathematics</td>
<td>Parents actively engaging in Mathematics with their children in a classroom setting in a fun and authentic way. Parents supporting the Mathematics learning of their children at home.</td>
<td>Class Teachers</td>
</tr>
</tbody>
</table>
Learning and Teaching - Strategic Action

**Goal** [specific area for improvement]
- To improve literacy standards through improved classroom teaching programs and the implementation of the OLSEL framework.

**Target** [if appropriate]
PAT R Assessment – minimum improvement of 5 scale score points for all students in Foundation - 6
Writing samples, spelling

**Key Overarching Strategy**
- To build leadership capacity within the school community - staff, parents and students

<table>
<thead>
<tr>
<th>Specific Strategies and Actions (We will…)</th>
<th>What does success look like? (We have… We are …)</th>
<th>Responsibility (When &amp; By Whom)</th>
</tr>
</thead>
</table>
| Through P.D, Coaching and implementation, refine English classroom teaching programs and implement the OLSEL Framework to improve students' literacy learning. | Teachers are more confident and knowledgeable in developing the classroom English program. Students at risk have improved literacy standards allowing them to display greater confidence and become more active participants in the English program. | Class Teachers  
Teacher’s Aide  
Felicity Lane  
Sarah Macdonald |
| Use data to guide instruction and curriculum development at individual, class and the whole school level in Literacy. | Teachers are using learning intentions and success criteria to drive effective teaching. Teachers are incorporating effective teaching and learning strategies to engage and meet the needs of students. | Class Teachers  
Felicity Lane  
Sarah Macdonald |
| Foster parental involvement in how their children learn to read, write and communicate. | Parents actively engaging in Reading, writing, speaking and listening with their children in a classroom setting in a fun and authentic way. Parents supporting the Reading, writing and oral language learning of their children at home. | Class Teachers |
### Student Wellbeing - Strategic Action

**Goal** [specific area for improvement]
- To strengthen student engagement in their learning

**Target** [if appropriate]
- A student learning and teaching index score of 92 by 2016, currently 88

**Key Overarching Strategy** [from the grid on page 2]
- Empower students to have ownership of their learning

<table>
<thead>
<tr>
<th>Specific Strategies and Actions (We will…)</th>
<th>What does success look like? (We have… We are …)</th>
<th>Responsibility (When &amp; By Whom)</th>
</tr>
</thead>
</table>
| Through P.D, Coaching and implementation, refine classroom teaching programs and implement Positive Behaviour Management Practices to improve students’ engagement in learning, resulting in less behavioural incidents. | Teachers are more confident and knowledgeable in developing positive behavioural strategies. | Class Teachers  
Teacher’s Aide  
Carole Wilkinson |
| Positive Behaviour Management Practices will be implemented by all staff across the school. | Consistent positive practices. | Teachers  
Teacher’s Aide  
Admin staff |
## Leadership & Management - Strategic Action

**Goal** [specific area for improvement]
- To strengthen teacher teaming and professional learning (OLSEL)
- To enable the Principal to “lead”
- To ensure that resources and facilities are adequate to the school’s educational needs

**Target** [if appropriate]
- A staff team climate index score of 92 by 2016, currently 88

**I-Smart Goals:**
- Inspiring
- Specific
- Measurable
- Attainable
- Relevant
- Timebound

<table>
<thead>
<tr>
<th>Specific Strategies and Actions (We will…)</th>
<th>What does success look like? (We have… We are …)</th>
<th>Responsibility (When &amp; By Whom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will build a culture of collegial coaching and feedback.</td>
<td>Teachers and other staff will gather for professional dialogue, P.D opportunities and sharing of successes and challenges.</td>
<td>All staff</td>
</tr>
<tr>
<td>We will expand the Principal’s opportunities to be the educational leader</td>
<td>The Principal will visit classrooms, provide coaching; attend to Welfare concerns, time for all.</td>
<td>All staff</td>
</tr>
</tbody>
</table>

**Key Overarching Strategy** [from the grid on page 2]
- Build teacher capacity to deliver a contemporary curriculum

**School Community**
- Not specifically addressed in 2014.
### 2014 Data

<table>
<thead>
<tr>
<th><strong>TEACHING STAFF ATTENDANCE RATE</strong></th>
<th>95.56%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAFF RETENTION RATE</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>14.29%</td>
</tr>
<tr>
<td>Graduate</td>
<td>42.86%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>14.29%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>85.71%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>28.57%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>8</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>8.11</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>11</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>8.43</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

Teachers took part in professional learning activities related to:

- OLSEL
- Numeracy (Stepping Stones)
- Assessment and Reporting
- Religious Education and Awakenings
- Pastoral Care and Restorative Practice
- Inquiry Learning
- KidsMatter
- Sustainable Practices

NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 6

AVERAGE EXPENDITURE PER TEACHER FOR PL | $1714.10

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>93%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95%</td>
</tr>
<tr>
<td>Year 4</td>
<td>93%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93%</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95%</td>
</tr>
</tbody>
</table>

- Non attendance is managed by:

Parents are asked to ring the school prior to 9am to notify the school if their child/children are not attending on that day(s). Parents also use the Skoolbag App to submit student absence notifications.

If the school does not receive a phone call and the child is away for 2 or more days, the Principal or class teacher will call the family to discuss the absence.

A child’s absence is always followed by a note from the family.

This absence is marked on the class roll.
**NAPLAN**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>90%</td>
<td>-10%</td>
<td>100%</td>
<td>+10%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 3 WRITING</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 3 SPELLING</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>+20%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
<td>90%</td>
<td>-10%</td>
<td>75%</td>
<td>-15%</td>
<td>100%</td>
<td>+25%</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>91.7%</td>
<td>+4.2%</td>
<td>100%</td>
<td>+8.3%</td>
<td>83.3%</td>
<td>-17%</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
<td>100%</td>
<td>+11%</td>
<td>80%</td>
<td>-20%</td>
<td>90.9%</td>
<td>+10%</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>91.7%</td>
<td>+13.9%</td>
<td>100%</td>
<td>+8.3%</td>
<td>72.7%</td>
<td>-27.3%</td>
</tr>
<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
<td>91.7%</td>
<td>+2.8%</td>
<td>100%</td>
<td>+8.3%</td>
<td>81.8%</td>
<td>-18.2%</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>100%</td>
<td>+11.1%</td>
<td>100%</td>
<td>0%</td>
<td>66.7%</td>
<td>-33.3%</td>
</tr>
</tbody>
</table>

From the NAPLAN data it is evident that for Year 3 students, Spelling and Grammar and Punctuation have shown improvement. Also Year 3 Spelling, Writing and Grammar and Punctuation show 100% of students reached the National minimum standard. Numeracy has shown significant improvement.

Year 5, Numeracy, Reading, Spelling, Grammar and Punctuation show areas of significant concern. Writing has shown some improvement.

However, due to our small class numbers it is difficult to analyse this data.
**Parent, Teacher and Student Satisfaction**

The following activities would strongly suggest there is a high level of satisfaction among staff, parents and students on the operation of the school:

- involvement in the parish sacramental programme
- attendance at school liturgies, Ash Wednesday, Mother's Day, Father's Day
- regular productive School Board meetings
- enthusiastic support for the Parents’ Club meetings and activities
- excellent support for “Working Bees” and fundraising activities
- positive feedback regarding the student mid-year and annual reports
- excellent attendance and engagement in parent teacher interviews
- regular parent attendance at special days, Mission Days etc
- willingness of parents to openly discuss issues with the principal and staff
- reduced entries in the school first aid register
- energetic, yet safe playground activity
- well-ordered and co-operative school environment
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>$9,723</td>
</tr>
<tr>
<td>Other fee income</td>
<td>$27,189</td>
</tr>
<tr>
<td>Private income</td>
<td>$26,636</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>$33,749</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>$110,260</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>$150,360</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$83,974</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>$13,270</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>$97,246</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>$0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$2,924</td>
</tr>
<tr>
<td>Other capital income</td>
<td>$1,071</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>$3,031</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$16,701</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>$19,795</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>$15,390</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.