

**St Mary's**  
Primary School  
Corowa

2023 Annual Report



# 2023 Annual Report St Mary's Corowa

## About this Report

St Mary's Corowa is registered by the NSW Education Standards Authority. Catholic Education Diocese, Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

St Mary's Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that St Mary's Corowa has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to St Mary's newsletters and other forms of communication. Further information about St Mary's may be obtained by contacting the school directly or by visiting the [school's website](#).

## Section 1: Message from Key Groups in Our School Community

### Message from the Principal

I would like to thank all members of St Mary's Parish and school community for all their efforts and support for the school as St Mary's had another wonderful year of celebrating and enjoying what being part of this remarkable learning community is all about.

As a learning community we continue to focus on continuous improvement and we always look to see what we have done in the past to help shape our learning practices for the next year. This gives us data to use to improve and to ensure we continue to provide a positive, nurturing, faith filled and student centred learning environment and community where students continue to demonstrate growth in their learning.

The completion of the major redevelopment works from our overall masterplan came with some disruption and changes to normal school functions from time to time, however at its completion last year we now have an amazing asset, not only as a school, but for the ongoing legacy of Catholic Education in our local community.

## 2023 Annual Report St Mary's Corowa

2023 saw 28 new Kinder students beginning their learning journey with us this year, which is another positive sign for us and our recent continual school growth. Coupled with our other new enrolments across the school, 2023 see our student enrolment hit 150.

To Father McGrath, thank you for your support of the school and in the school community. We appreciate your support and being an important part of the school learning community and for all the work you do not only for us here at school, but the parish and wider local community. We thank you for what you do.

Within this parent community there are those who give that little bit extra to help the school continue to thrive and grow through the Parents and Friends, School Advisory Council and other times like the Tuckshop or school events. I thank them all for their support, ideas and ongoing commitment to the life of the school. Thank you for giving up a part of your time to support the whole school learning community. To all parents and guardians, simply, thank you for what you do for us here at St Mary's.

To the incredible staff, the way you always focus on what was needed for the students as always is amazing. Your flexibility in trying new things, adapting to the challenges of teaching is nothing short of sensational. I truly thank you all for your support of the students, families and each other during the year. The time, commitment, dedication and effort staff put into ensuring all students at St Mary's have the best educational environment in which to learn, doesn't go unnoticed. I am always so proud that they go the extra mile to ensure all students' needs are met and that they continue to grow in all areas.

I am blessed to be a member of this staff group who are focussed on continual improvement to ensure all the students have the best opportunity for success. So to the staff, thank you for what you do. I look forward to the excitement of our building project being used to its fullest potential and I am excited by the opportunities it will bring for everyone in our school learning community.

Glenn McMahon  
**Principal**

# 2023 Annual Report St Mary's Corowa

## Message from the Parent Body

### 2023 Chair Report

As Chair of the School Advisory Council (SAC) for St Mary's Primary School in Corowa, I am privileged to present the Chair's Report for 2023. This year has seen significant progress and achievement, reflecting the hard work and dedication of our staff, students, and the broader school community.

The SAC members for 2023 were Principal Glenn McMahon, Father John McGrath, Danielle Schmidt, Kat Nixon, Cate Barlow, Ian Johnson, and Erin Nixon. I want to thank our SAC members for their invaluable contribution across the year and particularly thank Cate and Erin as they step down in 2024.

The highlight of the year was the opening of the school redevelopment, featuring new offices, library, and classroom spaces. This redevelopment has transformed our environment, providing modern and functional spaces that enhance the learning experience for our students.

At the beginning of 2023, the Catholic Education Diocese of Wagga Wagga introduced new SAC Guidelines. The Guidelines were informed by the input of SAC members from across the Diocese in 2022. The new Guidelines support a robust governance framework and ensure that we continue to provide the best possible education for our students.

We also saw continued enrolment growth, which is a testament to the reputation of St Mary's Primary School as a leading educational institution in our community.

The enthusiasm and contribution of the Parents and Friends group have been outstanding. They have introduced many fun social occasions and fundraising opportunities, bringing our educational community closer together and supporting various initiatives.

Financially, our institution remains in a strong position, and I would like to thank Glenn McMahon for his ongoing guidance and expertise in this area.

As we look forward to 2024, we are excited about the opportunities for St Mary's Primary School. We are committed to continuing our journey of excellence in education and fostering a supportive and vibrant school community.

Thank you to all members of our school community for your support and dedication throughout 2023. Your collective efforts have made this year a resounding success.

Karina Dooley

**Chair, School Advisory Council  
St Mary's Primary School Corowa**

# 2023 Annual Report St Mary's Corowa

## Section 2: School Features/Context

St Mary's Primary School is a co-educational school catering for students from Kindergarten to Year 6. The school serves the needs of the Catholic Community of Corowa in providing a quality Catholic education for all students, holding the values of the Mercy traditions central to what we do.

St. Mary's Primary School is part of the St Mary's Star of the Sea Parish. The school enjoys strong support from Father John McGrath and parishioners. Staff work diligently to form a strong community of faith through the exchange of ideas and activities.

The staff teach up-to-date research-based learning and teaching practices to assist all students in developing, spiritually, academically, physically, emotionally and socially.

## Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2023:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Indigenous</b>	<b>Total</b>
66	83	13	4	149

\*Language background other than English

### 1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly.

See CEDWW policy [here](#).

## 2023 Annual Report St Mary's Corowa

### 2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	85%
Year 1	85%
Year 2	86%
Year 3	86%
Year 4	85%
Year 5	86%
Year 6	87%

**The average student attendance rate for 2023 was 86%.**

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.

St Mary's 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 well being 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 the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

# 2023 Annual Report St Mary's Corowa

## Section 4: Staffing Profile

There are a total of 15 teachers and 4 support staff at St Mary's. This includes 6 full-time and 13 part-time teachers.

### Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	<b>0</b>
Proficient	<b>15</b>

Percentage of staff who are Indigenous	0%
--	----

### 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 service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese, Wagga Wagga.

### 2023 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2023, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

Professional learning and development included:

Child Protection

## 2023 Annual Report St Mary's Corowa

Duty of Care  
First Aid  
CPR  
Spirituality  
Understanding Faith  
Staff wellbeing  
Student wellbeing, introducing Smiling Minds  
Trauma informed educational practices  
Student case management meetings  
The New 3-6 NSW Syllabus for English and Mathematics  
Learning Data analysis  
Focus on writing  
Curriculum Reviews  
The Maths Assessment Interview  
Teaching strategies for Maths  
Focus on writing

The school held the equivalent of two staff development days with areas of focus as follows:  
Staff spirituality

### Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. St Mary's follows the Wagga Wagga Diocesan Religious Education curriculum, ***Sharing Our Story***.

#### Catholic Heritage

St. Mary's Primary School is a community in which:

- Jesus is the prime focus enabling us to be active members of a faith-filled community
- Children are prepared in a collaborative, cooperative and supportive environment, for the changing world, through the promotion of a comprehensive quality curriculum
- The dignity of each person is upheld and respected and where the ideas of compassion and justice are allowed to flourish
- Parents, the parish and teachers work towards the total development of the child in a safe, cooperative and collaborative learning community.

The school's Religious Education Syllabus is 'Sharing Our Story'. Resources were improved and developed in the area of assessment in line with the syllabus. The teaching of Religious Education occurs daily in all classrooms, with all children learning about their Catholic faith and covering the strands of God, Jesus, Church, Sacraments, Scripture, Christian Life and Prayer.



## 2023 Annual Report St Mary's Corowa

### **Liturgical Life of the School**

Staff and children are involved in the preparation of school and class liturgies throughout the year. Students attended the Parish Anointing Mass which is a regular offering of the parish community. Several students were involved as altar servers during weekend Mass held in the parish.

### **Staff and Student Faith Formation**

Students were part of the Sacramental Programme with each programme culminating in the celebration of the particular sacrament: penance, Eucharist and confirmation. Year 6 students participated in the National Religious Education Test in June.

Staff were involved in a variety of formation experiences such as the annual staff Spirituality Day, RE Network Days supported by the Catholic Education Office and the whole of system conference. Other opportunities were made available such as the CEDWW run Connections and online courses.

### **Social Justice**

As part of St Mary's Primary School commitment to justice and equity, staff led the students through an understanding of being grateful and showing care and compassion for those less fortunate than ourselves. This guidance is revealed by the many opportunities the children are given to show this care and compassion. Deeper understanding of global responsibilities is evident in their expressions of love through Caritas Australia.

Children across all grades raised money for Catholic Missions throughout the year, through Project Compassion during Lent and during Mission weeks. Money raised assisted the poor in Australia and abroad. Children made visits to Karinya House, the local nursing and retirement home, to meet with and entertain the elderly residents at different times throughout the year.

### **Professional Learning in Catholic Life and Mission**

Catholic Education Diocese of Wagga Wagga established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education which is implemented by all systemic schools in the diocese.

### Section 6: Curriculum

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 (KLA's) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

Students with specific learning needs have support mechanisms and programs put in place for them such as Individualised Learning Plans and in classroom support, to give them every opportunity to experience success with their learning.

- Instructional Teacher for Literacy
- Instructional Teacher for Mathematics
- Reading Recovery
- Extending Mathematical Understanding (EMU)
- Learning support programs with Royal Far West and NSW Centre of Effective Reading

St Mary's Primary School provides several learning opportunities and experiences for students to be involved in such as:

- Camps
- Excursions
- Wellbeing programs such as Gorgeous Girls and Boys will be
- Sporting clinics
- Sporting carnivals for swimming, cross country and athletics
- Involvement in a variety of representative sports through the CEDWW pathways
- Perceptual Motor Program (PMP)
- Buddy Bear program for Kinder and Year 6 students
- Local LandCare initiatives
- Sustainability focus through the school veggie garden, composting and recycling programs
- Student transition programs from preschool to kinder and Year 6 to secondary school
- Visiting performances/ incursions that cover across key learning areas

## 2023 Annual Report St Mary's Corowa

### Section 7: Student Performance in State-Wide Tests and Examinations

#### NAPLAN 2023 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2023, all CEDWW schools completed NAPLAN Online.

#### Summary of Means

	Number of Students	School Mean	State Mean
<b>Year 3</b>			
<b>Numeracy</b>	16	419	415.92
<b>Reading</b>	16	394	411.14
<b>Writing</b>	16	396	426.31
<b>G&amp;P</b>	16	379	421.43
<b>Spelling</b>	16	372	416.17
<b>Year 5</b>			
<b>Numeracy</b>	18	495	496.84
<b>Reading</b>	18	512	500.48
<b>Writing</b>	18	493	491.04
<b>G&amp;P</b>	18	502	503.34
<b>Spelling</b>	18	495	497.59

### Section 8: Pastoral Care and Well Being

Information here about your school's procedures and programs

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Well Being Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Students may at times need reassurance and support in dealing with issues that confront them during their life. A Centacare Wellbeing Practitioner is available to work with students on a weekly basis. This service can be utilised by any student. Parents and teachers may request a referral and this is followed up with discussions with the parents and then the student. This service has been very successful in assisting students' wellbeing.

Student Well-being is a standard item for every staff meeting. The Wellbeing Team meets fortnightly to assist in pastoral care of all students. Pastoral care provides opportunities for students to:

- Enjoy success and celebrate achievements
- Be able to contribute positively to their school
- Foster a love of learning
- Be guided by the Catholic Schools Office policies

Restorative practices are used to assist students in acknowledging their part in conflict and becoming aware of any hurt that they may have caused. Restorative Practices give students a way of learning and changing behaviours for the future. Restorative Practices are based on inclusion, forgiveness and compassion. It is recognised that this learning develops over time and needs constant revisiting along a child's life journey.

#### **Discipline Policy**

Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

St. Mary's Primary School is committed to ensuring that each child feels safe, happy and secure. Therefore, the responsibility to employ effective strategies to allow this to happen is taken seriously. Students, parents and staff are involved in the development of strategies to assist all members to feel safe, happy and secure.

## 2023 Annual Report St Mary's Corowa

Restorative practices are used when dealing with children to assist them in reflecting on their actions through the lens of compassion, inclusion and forgiveness. Behavioural Plans may need to be designed for individual cases. This is created with the student, teacher and parent and communicated to all parties as required.

### **Anti Bullying Policy**

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

St Mary's Primary School is committed to ensuring that each child feels safe, happy and secure. Therefore, it is the responsibility of the school to eliminate all forms of bullying from the school. St Mary's is registered for the National Day of Action against violence and bullying.

The most effective strategies employed by the school involve staff, students and parents.

St Mary's Primary School recognises that:

- Bullying cannot be ignored
- Bullying is not acceptable and does not need to happen
- Each child maintains the right to feel safe, happy and part of the school community
- A zero tolerance for bullying be employed school wide

Educational programs including explicit teaching of social skills, empathy and assertiveness shall form part of the curriculum. Bullying will be recognised and steps taken to prevent it, inclusive of online spaces.

### **Initiatives Promoting Respect and Responsibility**

A regular focus is centred on specific values such as:

- The School Positive Behaviour for Learning (PBL) MAtrix
- Care and compassion
- Doing your best
- Treating people fairly
- Standing up for the rights of others
- Being honest and trustworthy
- Acting ethically and morally and with integrity within society
- Showing respect and dignity towards others
- Acting in a responsible way in regards to their learning, playground & belongings
- Taking time to understand others and being tolerant of others
- Using manners to show respect and consideration.

## 2023 Annual Report St Mary's Corowa

The Buddy programme begins with Year 5 students and continues into Year 6 when the Kinder children commence school. The students developing relationships are valued in that positive relationships assist students in recognising the essential elements of relationships. Students engage in activities that provide opportunities to learn about resilience and values. The Anti-bullying messages are very sound and effective.

Children are involved in the Corowa Community through various activities such as:

- The Corowa Christmas Festival
- Landcare activities
- Singing and performing at Karinya Southern Cross Aged Care facility, and
- Participating in the ANZAC and Remembrance Day ceremonies.

### **Complaints and Grievances Resolution Policy**

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy [HERE](#) & Procedures [HERE](#).

### **Workplace Health and Safety**

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese, Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese, Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these documents in 2023.

## 2023 Annual Report St Mary's Corowa

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school office.

See CEDWW Policy [HERE](#)

# 2023 Annual Report St Mary's Corowa

## Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese, Wagga Wagga Annual Improvement Plan.

### DOMAIN: EVANGELISATION AND RELIGIOUS EDUCATION

**Evangelisation and Religious Education is expressed across the following interrelated and mutually reinforcing components:**

- Sacred Scripture, Religious Education, Pedagogy (Encountering Christ)
- Faith Formation Opportunities (Witnessing to Christ)
- Social Justice Opportunities and Outreach (Serving Christ in Others)
- Prayer, Scripture, Liturgy and the Sacraments (Engaging in Worship in Christ)
- Catholic Identity and Worldview, School and Parish Partnerships (Forming a Christ-centered Community)

#### SYSTEM STRATEGIC PRIORITY

##### 1.1 Implementation of the Education Charter for CEDWW schools that articulates the purpose of Catholic Schooling

Each school to trial *Effectiveness Practices* as they are developed (by CEDWW in terms 2 and 3).

##### 1.2 To review the Religious Education Program: Sharing Our Story

Each school to engage in CEDWW facilitated Year Level Workshops to revise Religion Scope and Sequences.

#### SCHOOL PRIORITY AREAS FOR IMPROVEMENT

**Sacred Scripture, Religious Education, Pedagogy** (Encountering Christ)

**Faith Formation Opportunities** (Witnessing to Christ)

**Evidence Informing each Area for Improvement:**



## 2023 Annual Report St Mary's Corowa

<b>SMART Goal</b> (to be focused on improved student outcomes)	<b>Evidenced-based Strategies/Actions Required to Deliver the SMART Goal</b>	<b>Success Criteria</b> (ways of measuring impact)
<p>By the end of 2023, St Mary's staff will have engaged in faith formation opportunities to enhance their knowledge and understanding of the Education Charter for CEDWW schools.</p> <p>By the end of 2023, St Mary's staff will have actively engaged in opportunities that enhance quality pedagogical practices in Religious Education to facilitate rich faith experiences for students.</p>	<p>Participation in Deanery PL in February.</p> <p>Collaborative sharing of insights into Education Charter for CEDWW Schools.</p> <p>Attendance and participation in collaborative Spirituality Day (Albury based) with guest speaker, Mishel Stefanac, Campion College - RE Pedagogy.</p> <p>CEDWW scheduled curriculum meetings</p>	<p>Trial and implementation of Education Charter for CEDWW Schools</p> <p>Promotion of insights through school newsletter.</p> <p>Display Education Charter for all school community stakeholders- students, parents and staff.</p> <p>Facilitation of rich faith experiences for students in Religious Education- informed pedagogical practices, shared teaching and quality resourcing.</p> <p>Engagement within Stage levels.</p> <p>Update school Scope and Sequence in Religious Education</p>

### DOMAIN: LEARNING AND TEACHING

Learning and Teaching encompasses: Curriculum, Pedagogy, Student Wellbeing for Learning and Student Diverse Learning Needs.

#### **SYSTEM STRATEGIC PRIORITIES**

##### **2.1 TransFORMATIVE Learning**

Each school to:

- Engage with the TransFORMATIVE Learning Statement to action the work of the Learning Collaborative through evidence based learning and teaching pedagogies.

##### **2.1.1 Mathematics (Primary)**

Each school to:

- Use Performance and Assessment Data (MAI, PAT, NAPLAN) to identify where students are at in order to achieve a years growth in Mathematical learning for all students;
- Develop clear, realistic and achievable targets for improved learning in mathematical concepts, understanding and problem solving;

## 2023 Annual Report St Mary's Corowa

- Use spirals of inquiry for improvement of mathematical learning outcomes

### 2.1.2 Literacy (Primary and Secondary)

Each school to:

- Use Performance and Assessment Data (e.g. PM Benchmarks, Observation Surveys, PAT, NAPLAN, Writing Moderation, HSC) to identify where students are at in order to achieve a years growth in literacy learning for all students;
- Develop clear, realistic and achievable targets for improved student learning in literacy concepts, understanding and learning;
- Use spirals of inquiry for improvement of literacy learning outcomes

### 2.2 Develop and Implement the Wellbeing for Learning Framework

Each school to:

- Implement the *Wellbeing for Learning Framework* to inform and improve universal whole school processes and targeted and individual interventions to support student wellbeing, engagement and learning.

### SCHOOL PRIORITY AREAS FOR IMPROVEMENT

- Engage with the TranFORMATIVE Learning Statement
- A focus on Literacy and Numeracy through the lens of the new K-2 English and Mathematics Syllabus
- Implementation of the Wellbeing Learning Framework

### Evidence Informing each Area for Improvement:

SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
<b>TransFORMATIVE Learning</b> Introduce and engage with CEDWW the TransFORMATIVE Learning statement	<b>TransFORMATIVE Learning</b> Professional learning for staff to engage with the TransFORMATIVE Learning Statement.	<b>TransFORMATIVE Learning</b> School wide understanding of what TransFormative learning is.

## 2023 Annual Report St Mary's Corowa

<p><b>Numeracy and Literacy</b> K/1/2 teachers will have planned and implemented Scope &amp; Sequences &amp; Units of Work, based on the new English and Mathematics syllabus</p> <p>Ensuring that in all planning for English and Mathematics it is based on a strong understanding of the syllabus leading to learning growth for all students</p> <p>By the end of 2023, Yr 3 - 6 teachers will have planned and trialled Scope &amp; Sequences &amp; Units of Work, based on the new English and Mathematics syllabus, ensuring that in the 2024 all planning for English and Mathematics is based on a strong understanding of the syllabus leading to learning growth for all students</p> <p><b>Wellbeing Learning Framework</b> Implement the new Wellbeing Learning Framework</p>	<p>Audit our current agreed practices in relation to the statement to look at areas for improved pedagogical practice.</p> <p>Provide appropriate PL for staff for any identified pedagogical needs</p> <p><b>Numeracy and Literacy</b> Support for implementing the new syllabus for K/1/2 teachers via MFT &amp; LFT</p> <p>Use of student learning data (PM Benchmarks, Observation Surveys, PAT, Writing Moderation)</p> <p>Leadership to ensure common planning time is regularly available to engage in professional conversations and to support implementation of planning</p> <p>MFT and LFT to work with Yr 3 -6 teachers to become familiar with new syllabus and to develop a Scope and Sequences and plan &amp; implement Units of Work in both English and Mathematics</p> <p>Leadership to ensure common planning time is regularly available to engage in professional conversations and to support implementation of planning</p> <p>Professional Learning day for staff to support the development of new syllabus documentation.</p> <p><b>Wellbeing Learning Framework</b> Termly professional learning to support all staff in the implementation of the program.</p> <p>Professional Learning day for staff to support the implementation on the new Framework</p> <p>Initial survey for students to ascertain current school wellbeing data</p>	<p>Displayed publicly for whole school learning community</p> <p>School wide agreed pedagogical practices in line with the TransFORMATIVE Learning statement.</p> <p><b>Numeracy and Literacy</b> Consistent use of planning documents Integrating new scope and sequences Regular teacher reflections of the new units</p> <p>School wide timetable for professional conversations with MFT &amp; LIT</p> <p>New: planning documents scope and sequences reflections of units</p> <p>School wide timetable for professional conversations</p> <p><b>Wellbeing Learning Framework</b> Improved student and staff wellbeing data from pre and post surveys each term.</p>
--	--	--

## 2023 Annual Report St Mary's Corowa

### DOMAIN: COMMUNITY ENGAGEMENT

Community Engagement includes: Partnerships with Parents, Families and Carers; Parish and Community Partnerships; Staff Wellbeing; Student Voice and Engagement and Marketing.

#### SCHOOL PRIORITY AREAS FOR IMPROVEMENT

#### **Pnf & Parish Engagement**

#### **Evidence Informing each Area for Improvement:**

<b>SMART Goal</b> (to be focused on improved student outcomes)	<b>Evidenced-based Strategies/Actions Required to Deliver the SMART Goal</b>	<b>Success Criteria</b> (ways of measuring impact)
<p>The St Mary's community will actively inform and connect with the parish community through a variety of strategies</p> <p>The St Mary's community will develop opportunities for increased student voice and profile within the school (SRC or other student based/led interest groups fostering peer support)</p>	<p>Initial meeting with the PP to discuss the implementation of the information board. Discussion will include where it will be displayed, and how often information should be changed.</p> <p>The St Mary's community will actively inform the parish community through the development of an information board to be displayed in the church foyer.</p> <p>Students are participating in and demonstrating leadership skills through activities that develop skills to benefit the school and local community.</p> <p>Students will participate in activities that utilise colour house teams to foster team spirit and older students working with, teaching and supporting younger students..</p>	<p>Feedback collected from the members of the parish community after one month and ongoing throughout the year.</p> <p>SRC re-established post Covid-19 restrictions in Semester 1, 2023</p> <p>Colour House Team activities once per Term.</p>

## 2023 Annual Report St Mary's Corowa

### DOMAIN: LEADERSHIP AND STEWARDSHIP

Leadership and Stewardship embodies the responsible planning, management and sustainability of human, fiscal and physical resources.

#### SCHOOL PRIORITY AREAS FOR IMPROVEMENT

School admin refurbishment, additional learning spaces development and refurbishment of existing learning spaces

#### Evidence Informing each Area for Improvement:

- Redevelopment of Admin building and refurbishment of downstairs classrooms

<b>SMART Goal</b> (to be focused on improved student outcomes)	<b>Evidenced-based Strategies/Actions                      Required to Deliver the SMART Goal</b>	<b>Success Criteria</b> (ways of measuring impact)
Support CEDWW and Project management team to complete the 2 stages of building redevelopment.	Constant collaboration with CEDWW, Project management team, School Council and school staff to achieve identified project timelines. Regular updates for the school community on project progress. Continued professional learning for staff focussed on contemporary pedagogies to best utilise the new learning spaces	Successful completion of building project on time and within budget.  Staff utilising the new learning spaces to support student learning outcomes.

### 2023 AIP Success Outcomes

Evangelisation and Religious Education	Learning and Teaching	Community Engagement	Leadership and Stewardship
Implementation of the Education Charter for CEDWW Schools  Updated school Scope and Sequence in Religious Education	Consistent use of new NSW Syllabus planning documents Successful integration of new scope and sequences  Successful development and Implementation of the school Positive Behaviour for Learning Framework (PBL)	Students demonstrated improved leadership skills.  Colour House Team activities took place in Terms 2, 3 and 4	Successful completion of the building refurbishment project.  Staff and students utilising the amazing new learning spaces

# 2023 Annual Report St Mary's Corowa

## Priority Key Improvements for 2024

### DOMAIN: EVANGELISATION AND RELIGIOUS EDUCATION

**Evangelisation and Religious Education is expressed across the following interrelated and mutually reinforcing components:**

- Theology, Scripture, Religious Education - including Curriculum and Pedagogy (Encountering Christ)
- Faith Formation Opportunities (Witnessing to Christ)
- Social Justice Opportunities and Outreach (Serving Christ in Others)
- Prayer, Scripture, Liturgy and the Sacraments (Engaging in Worship in Christ)
- Catholic Identity and Worldview, School and Parish Partnerships (Forming a Christ-centred Community)

#### SYSTEM STRATEGIC PRIORITY

##### 1.1 Implementation of the Education Charter for CEDWW schools that articulates the purpose of Catholic Schooling

- Each school to trial *Effectiveness Practices* as they are developed (by CEDWW). (Term 2 and 3)
- Each school begins the process of reviewing their own Vision And Mission Statements to ensure alignment with the Charter.

##### 1.2 To review the Religious Education Program: Sharing Our Story

- Schools to engage in CEDWW facilitated Stage Level Workshops to revise Religion Scope and Sequences.
- Schools participating in the roll out of 'A Pedagogy of Wonder and Awe' to organise and plan staff professional learning opportunities with the E & RE Team for: Understanding, Utilising and Leading the process.

#### SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Area for Improvement	Evidence/Data Informing Improvement Area	Strategies/Actions to be Implemented	Measures of Success
<b>1.1 Implementation of CEDWW Education Charter</b> To revisit our St Mary's History, Vision and Mission school statements to: - align with the spirit of CEDWW Education Charter -reflect history, charism, centering of teaching	- Historical school statement to be reviewed to reflect the significance of the renovation program of historical school buildings and enrollment figures. - the current Vision and Mission statements are to be reviewed in accordance with five year time frame	Use The Charter- Effectiveness Tool with a focus on Pillar 2: Communities of Faith Domain 2.1 - Vision and Mission to identify and address improvements in Effectiveness practices. - to clearly articulate and visually present St Mary's Historical, Vision and Mission(commence in 2024) statements centred on Jesus and his	<b>By the end of 2024 SMCO</b> will have: reviewed, updated and published St Mary's school History and Vision statements in alignment with Education Charter - commenced reviewing the Mission statement to concisely articulate the

## 2023 Annual Report St Mary's Corowa

of Jesus, and link to Scripture - and to have visualisation of statements in key areas of the school/ publications and policies.	- school statements need revisiting to align with language terms of the Education Charter for CEDWW schools.	teachings, reflecting Scripture, the spirit of the Education Charter and honouring its history and charism.	specific purposes and commitment of St Mary's School.
<b>1.2 To review the Religious Education Program: Sharing Our Story</b> To revise our St Mary's Religious Education- Sharing Our Story Scope and Sequence	Current St Mary's version of RE Scope and Sequence needs to be revisited and updated in accordance with 'decluttering' outlined by Evangelisation & Religious Education TeamE&RE team.	Professional learning for staff led by REC at SMCO RE staff meeting Term 1 2024 to explain 'decluttering', SOS new headings and time frame for implementation of pedagogy of Wo&A.	<b>By the end of Term 2</b> , SMCO Religious Education- Sharing Our Story Scope and Sequence will be updated for 2024 and shared with all teachers of RE at St Mary's.
To plan staff professional learning opportunities in preparation for St Mary's involvement in Term 3 and 4 2024 rollout of 'A Pedagogy of Wonder and Awe' program with CEDWW E & RE team.	St Mary's teachers of RE are looking forward to being involved in the Wo&A pedagogy 2024 and receiving RE resources in 2025 to enhance faith filled learning for students.	Attendance and participation of staff in collaborative preparatory Stage 1 - (6 months) in Term 3 and 4 2024 of CEDWW E&RE scheduled curriculum meetings.	<b>By the end of 2024</b> , St Mary's staff will have participated in preparatory opportunities led by CEDWW E&RE team that will enhance professional pedagogical practices in Religious Education when using Wo&A in 2025.

### DOMAIN: LEARNING AND TEACHING

**Learning and Teaching encompasses: Curriculum, Pedagogy, Student Wellbeing for Learning and Student Diverse Learning Needs.**

#### **SYSTEM STRATEGIC PRIORITIES**

##### **2.1 TransFORMATIVE Learning**

- Continue to TransFORM student learning by providing relevant and challenging experiences that respond to their needs and interests by:
  - strengthening and refining practices for effective K-2 NSW Curriculum implementation
  - engaging with the new Primary and Secondary NSW Curriculum to plan for effective implementation
  - using student data to identify the areas of support required for teachers to effectively implement the syllabuses
- Support parents to develop an appreciation of the Diocesan approach to TransFORMATIVE Learning

# 2023 Annual Report St Mary's Corowa

## 2.2 Wellbeing for Learning Framework

- Continue to implement the *Wellbeing for Learning Framework* to inform and improve universal whole school processes and targeted and individual interventions, to support student wellbeing, engagement and learning with a focus on one of the following areas:
  - Positive Behaviour for Learning (PBL)
  - Multi-tiered Systems of Support (MTSS)
  - Trauma Informed School Practices

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Area for Improvement	Evidence/Data Informing Improvement Area	Strategies/Actions to be Implemented	Measures of Success
<p><b>2.1 TransFORMATIVE Learning</b></p> <p>KLA - English -</p> <ul style="list-style-type: none"> <li>- Co create a writing Assessment 'of' Learning agreed practice including consistent Assessment tools and trackable, and informative check in (on the way) data</li> <li>- A focus on teachers and leaders unpacking and developing a deeper understanding of the new NSW English Syllabus (K-2 Embedding and 3-6 Implementing)</li> </ul>	<ul style="list-style-type: none"> <li>- Post the 2023 school Curriculum review of Teaching and Learning programs, showed there still requires some further development of agreed practice to assess students; progress, needs, success and challenges, teacher practice and pedagogy in the area of writing</li> <li>- Staff exploring rigorous examples of programming and pedagogical changes connected to the new syllabus</li> <li>- New data room (post major school renovations) to be updated to reflect new syllabus,</li> </ul>	<p><b>Guided and inspired by the TransFormative learning system strategic priorities:</b></p> <p>Focusing on: analysing student data more effectively to identify the areas of support required for teachers to effectively implement the new English Syllabus.</p> <p>This will be aligned to the system priority to focus on curriculum on the new NSW English Syllabus.</p> <ul style="list-style-type: none"> <li>- Develop a deeper understanding of the new English syllabus</li> <li>- Prioritise PD time to unpack and create teaching and learning plans to ensure we offer maximum learning impact for our students</li> <li>- Consider aligning the 2 extra days of PL offered by CEDWW to work with a bigger school or a selection of smaller schools to demonstrate.</li> </ul> <hr style="width: 50%; margin-left: 0;"/> <ul style="list-style-type: none"> <li>- Continue PBL team work and continue to embed in our school</li> <li>- Complete matrix</li> <li>- Begin to unpack each identified</li> </ul>	<p><b>By the end of 2024</b> SMCO will have embedded</p> <ul style="list-style-type: none"> <li>- An agreed practice on a k-2 assessment of learning tool, aligned to the new NSW Syllabus</li> <li>- An agreed practice for a 3- 6 assessment of learning tool</li> <li>- A new functional and purposeful data room will be re-created and used, connecting to the new syllabus and at a minimum termly, to track students' learning, students needs and teaching strengths and challenges, all will be evidenced by a quality, universal, student focused and purposeful data tracking system.</li> </ul> <hr style="width: 50%; margin-left: 0;"/> <ul style="list-style-type: none"> <li>- Common language used by students, staff and parents</li> </ul>



## 2023 Annual Report St Mary's Corowa

<p><b>2.2 Wellbeing for Learning Framework</b></p> <ul style="list-style-type: none"> <li>- Positive Behaviour for Learning (PBL) .</li> </ul>	<p>the CEDWW Wellbeing Framework COMPASS PBL data for minor and major PBL incidents within SMCO</p> <ul style="list-style-type: none"> <li>- An identified need to continue to support staff to have a clear and deep understanding of our updated policies relating to the initial implementation of PBL</li> </ul>	<ul style="list-style-type: none"> <li>- matrix PBL zone with students Wellbeing and Attendance school team and Centacare Wellbeing Practitioner to continue to identify and work with at risk students.</li> <li>- Development of specific matrix lesson by PBL for staff to use to achieve desired behaviours for CED3 PBL data identified behaviour challenges</li> <li>- Connecting the role of the school Wellbeing Leader (NWCP funding) to support the work of PBL initiatives across the school</li> </ul>	<ul style="list-style-type: none"> <li>- Common understanding of positive behaviours</li> <li>- Reduction in incidents documented in COMPASS</li> <li>- More visual connections to and representations of, our schoolwide PBL values and matrix around the school</li> </ul>
--	--	--	--

### DOMAIN: COMMUNITY ENGAGEMENT

**Community Engagement includes: Partnerships with Parents, Families and Carers; Parish and Community Partnerships; Staff Wellbeing; Student Voice and Engagement and Marketing.**

### SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Area for Improvement	Evidence/Data Informing Improvement Area	Strategies/Actions to be Implemented	Measures of Success
<p>A focus on continued improvement and development of our whole school learning communities wellbeing (students, families and staff)</p>	<ul style="list-style-type: none"> <li>- The continued increase of our student population has seen an increase of the number of students requiring additional wellbeing support.</li> <li>- Increase in wellbeing related COMPASS chronicles in 2023</li> <li>- Increased in referrals to Centacare Wellbeing practitioner for student wellbeing support</li> </ul>	<ul style="list-style-type: none"> <li>- Induction of School Wellbeing Leader via the National Wellbeing and Chaplaincy program to run well being focussed activities for students and families</li> <li>- Wellbeing survey for staff, student and parents in 2024 (<a href="http://studentwellbeinghub.edu.au">studentwellbeinghub.edu.au</a>)</li> <li>- Staff and School Wellbeing Leader collaboration with Centacare Wellbeing Practitioner in implementing whole group programs for classes focussing on needs identified</li> <li>- Development of K-2 and 3-6 Sensory rooms/spaces for use during recess</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in positive wellbeing data via wellbeing survey</li> <li>- Decrease in Wellbeing COMPASS Chronicles</li> <li>- Students engaging in wellbeing activities led by the School Wellbeing Leader</li> <li>- Active use of student sensory rooms/spaces to support student wellbeing needs</li> <li>- Decrease in referrals to Centacare Wellbeing</li> </ul>

2023 Annual Report St Mary's Corowa

		and lunchtime	practitioner for student wellbeing support
--	--	---------------	--

Financial Report

