

St Mary's

Primary School

Corowa

2024 Annual Report



2024 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.

2024 saw 30 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, 2024 has seen our student enrolment hit 160. Over the past 5 years we have now had the 3rd largest enrollment growth across all the CEDWW Primary schools. As we head into 2025 we are the school with the 2nd largest growth of student numbers across the Diocese for the last 12 months.

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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.

As 2024 is my final year as Principal of St Mary's Corowa after 9 years, I have been 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 what lies ahead for St Mary's and I will be excited to hear of the future opportunities for everyone in our school learning community for 2025 and beyond.

Glenn McMahon
Principal

Message from the Parent Body

As Chair of the School Advisory Council (SAC) for St Mary's Primary School in Corowa, I am honoured to present the Chair's Report for 2024. This year has been marked by milestones, transitions, and ongoing dedication to providing the best possible environment for our children's education.

I would like to extend my heartfelt thanks to my fellow SAC members for their invaluable contributions throughout the year. Your dedication and expertise have been instrumental in supporting the school's progress. This year's SAC members included: Kat Nixon (Deputy Chair), Tegan Hicks and Abby Talbot (Co-Secretaries), Glenn McMahon (Principal, Terms 1, 2, and 4), Cheryl Brigden (Acting Principal, Term 3), Dannielle Schmidt (Teacher Representative), Father John McGrath, Ian Johnson, Jenna Lane, Phil Daw, and Aphrodite Shinnick. Your collective commitment and passion for St Mary's have been truly inspiring. This year, we bid farewell to Glenn McMahon, who resigned after nine remarkable years as Principal. Glenn's leadership has left an indelible mark on our school community. Under his

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guidance, St Mary's has achieved considerable milestones, and his dedication to the education and wellbeing of our children will be remembered fondly. Glenn, we thank you for your service and wish you all the best in your future endeavours.

In Term 3, Cheryl Brigden stepped into the role of Acting Principal, demonstrating leadership and a genuine commitment to our school community. We welcome Cheryl's appointment as Principal starting in 2025 and look forward to her continued contributions to the growth and success of St Mary's.

Highlights from the School Advisory Council during 2024 include:

Parents and Friends Committee:

The tireless commitment of the Parents and Friends Committee has once again been a cornerstone of our school's success. Their fundraising efforts have significantly improved opportunities for our students, and we are deeply grateful for their unwavering support.

Learn to Swim Program:

This year, our swimming program focused on students in Years K-2, equipping our youngest learners with vital water safety skills. The program was met with enthusiasm from students and parents alike, and we look forward to its continued success.

As I reflect on my eight years as a member of the School Council, including six years as Chair, I am filled with gratitude for the opportunity to contribute to the St Mary's community. It has been a privilege to work alongside such dedicated individuals and to witness the positive impact of our collective efforts on the lives of our students.

The SAC provides a meaningful way for parents to engage with the school and play a role in shaping its future. I encourage all parents to consider joining the School Advisory Council or the Parents and Friends Committee. Your involvement can make a real difference, and I assure you it is a rewarding experience.

As we approach 2025, I'm confident that St Mary's will continue to thrive under new leadership. The school is a vibrant and nurturing environment where our children can excel academically, socially, and spiritually.

Thank you to everyone in our school community – parents, teachers, staff, and students – for making 2024 another successful and memorable year. It has been an honour to serve as Chair for six years, and I look forward to seeing St Mary's continue to grow and flourish in the years ahead.

With gratitude,

Karina Dooley
Chair, School Advisory Council
St Mary's Primary School Corowa

Message from the Student Body

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Pippa and Franco are privileged to be speaking on behalf of our peers and am honoured to be delivering the 2024 school captain speech.

During our time at St Mary's, we have had opportunities to go on two amazing school excursions. In 2023 our excursion to Sovereign Hill last year where some of us were lucky enough to find gold. Not forgetting our excursion in 2024 to Canberra! Which was filled with many special experiences, especially being so close to the Prime Minister.

As a cohort we have had opportunities to represent St Mary's in many ways and we have always shown great pride in doing it. We had some students represent our school in different sports such as, soccer, footy, swimming, netball, cross country, athletics and cricket.

We have had students participating in the eisteddfods with the choir, singing and playing instruments in the local community, acting and as well as participating in the lions club public speaking competition. No matter what our Year 6 class has been a part of, everyone has always given it their all.

It has been a pleasure to be called school captains, sports captains and Year 6 leaders of St Mary's this year. We would like to wish the best of luck to next year's school captains, Sienna and Jack, and hope they continue to lead the school with pride just as we will continue to show love and truth as we continue our learning journey.

We would like to thank our parents who have given us the opportunity to strive both academically and in extra curricular activities during our time at St Mary's. We appreciate your support throughout our journey at St Mary's. We would like to thank all the staff at St Mary's for supporting us through our time at school for these past years.

We also want to thank Fr John for his guidance and support by enriching our faith and sharing many stories. To the parent volunteers that have given so much of their time, we thank you for your contribution to our school experiences.

We would like to thank all the staff at St Mary's for supporting us through our time at school. We also thank Mr McMahon and Mrs Mitchell for their time at St Mary's and helping students to be the best they can be.

This year, Year six has tried to live by Yindyamarra. Yindyamarra is not just a word, it is a way of life to the Wiradjuri community, it means to do things slowly..... , to respect....., to be gentle....., to be polite..... and to honour everyone.....

On behalf of the St Mary's graduating class of 2024 we would like to say Thankyou.

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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.

St Mary's continues to show increased enrolment growth each year.

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2024:

| Girls | Boys | LBOTE* | Indigenous | Total |
|--------------|-------------|---------------|-------------------|--------------|
| 75 | 85 | 18 | 2 | 160 |

*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](#)

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2. Student Attendance and Retention Rates

| Year | Attendance % |
|--------|--------------|
| Kinder | 92% |
| Year 1 | 91% |
| Year 2 | 91% |
| Year 3 | 90% |
| Year 4 | 90% |
| Year 5 | 90% |
| Year 6 | 87% |

The average student attendance rate for 2024 was 90%.

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.

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Section 4: Staffing Profile

There are a total of 15 teachers and 4 support staff at St Mary's. This includes 5 full-time and, 10 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 | 0 |
| Proficient | 15 |

| | |
|--|---|
| 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.

2024 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan.

- 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 2024, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan: Professional learning and development included:

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Child Protection
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
Focus on spelling
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.

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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.

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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

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

NAPLAN 2024 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 2024, all CEDWW schools completed NAPLAN Online.

Summary of Means

| | Number of Students | School Mean | State Mean |
|-----------------|--------------------|-------------|------------|
| Year 3 | | | |
| Numeracy | 16 | 389 | 410.1 |
| Reading | 16 | 364.3 | 410.4 |
| Writing | 16 | 407.7 | 426.7 |
| G&P | 16 | 383.1 | 418.8 |
| Spelling | 16 | 391.7 | 411.8 |
| Year 5 | | | |
| Numeracy | 19 | 513.7 | 496.7 |
| Reading | 19 | 517.8 | 496.4 |
| Writing | 19 | 496.1 | 493.2 |
| G&P | 19 | 503.1 | 506.5 |
| Spelling | 19 | 505.2 | 495.6 |

Section 8: Pastoral Care and Well Being

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](#).

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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.

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.

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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.

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.

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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.

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](#)

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.

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2024 ANNUAL IMPROVEMENT PLAN FRAMEWORK

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 | Success |
|----------------------|---------|
|----------------------|---------|

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|--|--|
| <p>1.1 Implementation of CEDWW Education Charter</p> <p>To revisit our St Mary's History, Vision and Mission school statements to:</p> <ul style="list-style-type: none"> - align with the spirit of CEDWW Education Charter -reflect history, charism, centering of teaching of Jesus, and link to Scripture - and to have visualisation of statements in key areas of the school/ publications and policies. | <ul style="list-style-type: none"> - Process has begun to review, update with a view to publishing St Mary's school History and Vision statements in alignment with Education Charter - Staff have commenced the reviewing of the Mission statement to concisely articulate the specific purposes and commitment of St Mary's School. |
| <p>1.2 To review the Religious Education Program: Sharing Our Story</p> <p>To revise our St Mary's Religious Education- Sharing Our Story Scope and Sequence</p> | <ul style="list-style-type: none"> - 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. |
| <p>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.</p> | <ul style="list-style-type: none"> - 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

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- 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

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 | Success |
|---|--|
| <p>2.1 TransFORMATIVE Learning</p> <p>KLA - English -</p> <ul style="list-style-type: none"> - Co create a writing Assessment 'of' Learning agreed practice including consistent Assessment tools and trackable, and informative check in (on the way) data - 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) <hr style="border: 0.5px solid black; margin: 10px 0;"/> <p>2.2 Wellbeing for Learning Framework</p> <ul style="list-style-type: none"> - Positive Behaviour for Learning (PBL) . | <ul style="list-style-type: none"> - Agreed practices on a k-2 assessment of learning tool, aligned to the new NSW Syllabus - Agreed practice for a 3- 6 assessment of learning tool - A new functional and purposeful use of data both via the data room and online platforms (CED3) to track students' learning, students needs and teaching strengths and challenges, by a quality, universal, student focused and purposeful data tracking system. <hr style="border: 0.5px solid black; margin: 10px 0;"/> <ul style="list-style-type: none"> - Common language now used by students, staff and parents - A shared Common understanding of positive behaviours across the school community - A reduction in incidents documented in COMPASS - Visual connections to and representations of, our schoolwide PBL values and matrix are around the school |

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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 | Success |
|--|---|
| A focus on continued improvement and development of our whole school learning communities wellbeing (students, families and staff) | <ul style="list-style-type: none"> - Increase in positive wellbeing data via wellbeing survey - Decrease in Wellbeing COMPASS Chronicles - More students engaging in wellbeing activities led by the School Wellbeing Leader - Active use by students of supported well being focussed lunchtime programs (eg LEGO Club, Library, Art/crafts) - Weekly meetings between our Centacare Wellbeing practitioner and our School Wellbeing team |

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Priority Key Improvements for 2025

2025 ANNUAL IMPROVEMENT PLAN FRAMEWORK

DOMAIN: FAITH

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 PRIORITIES

1.1 Implementation of the Education Charter

- Each school to trial another Pillar from the Charter (Welcome, Faith, Service or Learning) using a school self inquiry approach (Term 2 or 3)
- Schools continue to finalise the process of reviewing their own Vision And Mission Statements to ensure alignment with the Charter. Schools are to send a copy of the finalised document to the Head of Evangelisation and Religious Education, as this will be shared with the Bishop. All statements should be reviewed by 2026.

1.2 Religious Education Program: Sharing Our Story

- All Primary and Secondary Schools to trial the RE units as they are distributed.
- Schools participating in the role out of 'A Pedagogy of Wonder and Awe' to organise and plan staff professional learning opportunities with the E & RE Team for: Phase 1: engaging, Phase 2: enacting and Phase 3: embedding.

PRIORITY AREAS FOR IMPROVEMENT

| Area for Improvement | Evidence/Data Informing Improvement Area | Strategies/Actions to be Implemented | Measures of Success |
|--|---|---|---|
| 1.1 Implementation of the Education Charter | Review implementation of Charter pillar- Faith - Catholic Schools as Communities of Faith checklist- | St Mary's will trial the pillar of Faith in 2025 and review using a school based self-inquiry approach in Term 3 - CEDWW Effectiveness Tool Domain 2: 2.1 | When review of Vision and Mission statements are completed, a copy to be sent to Director of Evangelisation and RE. |

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- collaborating to share best practices, promote data-informed decision-making, and foster inclusive teaching approaches across the ITL, ITM, and IDL networks to ensure all learners reach their full potential.
- Support parents to develop an appreciation of the Diocesan approach to TransFORMATIVE Learning

2.2 Wellbeing for Learning Framework

- 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

PRIORITY AREAS FOR IMPROVEMENT

| Area for Improvement | Evidence/Data Informing Improvement Area | Strategies/Actions to be Implemented | Measures of Success |
|--|--|--|---|
| <p>2.1 TransFORMATIVE Learning</p> <ul style="list-style-type: none"> - New NSW Syllabus A focus on teachers and leaders embedding the new NSW Syllabus - Kindergarten and Stage 1 teachers will develop their capacity to plan, teach and evaluate high impact reading lessons | <ul style="list-style-type: none"> - Staff exploring rigorous examples of programming and pedagogical changes connected to the new syllabus - Staff continuing to work to align teaching practices with the new syllabus - Teachers moving across stages and needing some extra support with a new curriculum - The ended to formalise a school wide agreed approach to teaching | <ul style="list-style-type: none"> - Continue to Prioritise PD time to unpack and create teaching and learning plans to ensure we offer maximum learning impact for our students - Utilise the new - K, Y1/2 Engage in the CEDWW Reading PL; Belinda Brereton CEDWW | <ul style="list-style-type: none"> - Utilisation of an agreed practice on a K-2 and 3-6 assessment of learning tool, aligned to the new NSW Syllabus - Continued student learning growth as measured by assessment tools such as Pat M & Pat R - Improved student learning outcomes and learner growth in the area of reading - Increased teacher confidence teaching reading - A consistent approach to reading across all classrooms |

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| | | | |
|--|--|---|--|
| <ul style="list-style-type: none"> - Spelling | <p>reading in K-2 classrooms</p> <ul style="list-style-type: none"> - Teacher feedback: asking for additional and more current reading PD opportunities | <ul style="list-style-type: none"> - More staff to be trained in using Sounds Write to achieve more common understanding of and shared language regarding best practice | <ul style="list-style-type: none"> - Improved student learning outcomes and learner growth in the area of spelling |
| <p>2.2 Wellbeing for Learning Framework</p> <ul style="list-style-type: none"> - Positive Behaviour for Learning (PBL) | <ul style="list-style-type: none"> - New School Wide Matrix completed in 2024. - COMPASS PBL data for minor and major PBL incidents within SMCO for analysis of patterns to identify areas of need. - Continue to support staff to have a clear and deep understanding of our updated policies relating to the initial implementation of PBL. | <ul style="list-style-type: none"> - Continue PBL team work and continue to embed in our school matrix. - Unpack each identified matrix PBL zone with students. - Wellbeing and Attendance school team and Centacare Wellbeing Practitioner to continue to identify and work with at risk students via scheduled lessons on specific identified behaviours. - Development of matrix lessons by PBL Team for staff to use to achieve desired behaviours for CED3 PBL data identified behaviour challenges. | <ul style="list-style-type: none"> - Increase understanding of the common language used by students, staff and parents. - Common understanding of positive behaviours amongst students, staff and parents. - Increase the visual representations of our schoolwide PBL values and matrix around the school. - Decrease in reported Minor and Major PBL Compass Chronicles. |

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DOMAIN: SERVICE

The Service Domain embodies the responsible planning, management and sustainability of human, fiscal and physical resources.

PRIORITY AREAS FOR IMPROVEMENT

| Area for Improvement | Evidence/Data Informing Improvement Area | Strategies/Actions to be Implemented | Measures of Success |
|---|--|--|---|
| Development of a new school Master Plan to add additional classroom spaces to cater for current and future projected enrolment growth | <ul style="list-style-type: none"> - Continued growth in student enrolment over the past 5 years. - Projected enrolment numbers for 2025 and beyond - Lack of classroom space to accommodate additional classes going forward from 2025 | <ul style="list-style-type: none"> - Engage with CEDWW to begin the creation of a future Master plan - Liaise with CEDWW to develop a plan to cater for housing student classrooms from 2025 | <ul style="list-style-type: none"> - Development of a Master Plan for St Mary's - Short term plan developed to cater for when there are not enough classroom spaces for students post the 2025 school year. |

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Financial Report

