

2022 ANNUAL REPORT

ST MARY'S PRIMARY SCHOOL, COROWA



2022 Annual Report St Mary's Primary School Corowa

About this Report

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

St Mary's Primary School 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 of Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that St Mary's Primary School 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 Primary School newsletters and other forms of communication. Further information about St Mary's Primary School 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 continued to focus on continual improvement and we always look to see what we have done in the past to help shape our learning practices for this year. This gives us ways 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 start of the major redevelopment works from our masterplan came with some disruption and changes to the school site and normal school functions from time to time, at the end of the school year however, the end result will not only be an amazing asset to the school, but the local community as well.

There was a sign, that as a school and school community, that we are tracking in the right direction with an increase in Kinder enrolments for the 2023 school year. We have 28 new Kinder students beginning their learning journey with us, which is another positive sign with

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our school growth. Coupled with other new enrolments across the school, we will enrol even more new students and families as part of the St Mary's Primary School community,

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 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 coming to fruition in 2023 and the opportunities it will bring for everyone in our school learning community.

Glenn McMahon
Principal

2022 School Advisory Council Chair Report

This year saw a sense of return to normal for the school community after a few years of significant upheaval and decreased connection through the COVID-19 pandemic.

The school council provided governance and support to the delivery of school services across many domains. Key achievements of the school across 2022 included:

- Construction beginning on the school Master Plan redevelopment. The significant capital works will modernise the school and improve use of space on school grounds.
- The establishment of an active parents and friends group, who have contributed significant value to the school community.
- Planning for improved delivery of school sporting festivals, particularly the swimming tryouts and carnival.
- Introduction of a new Financial Management System to support the school to become relatively cash free.

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- Increased number of enrolments for 2023 school year.
- More opportunities to see the broader school community at assemblies and other special events.

I wish to acknowledge and thank my fellow School Advisory Council members for their valued input, commitment, and support – Principal Glenn McMahon, Father John McGrath, Dannielle Schmidt, Cate Barlow, Kat Nixon, Ian Johnson, and Erin Nixon. I have appreciated your enthusiasm and impact at the Council level.

The St Mary's group of teachers have exhibited dedication to teaching our students. Led by Principal Glenn McMahon, our teaching staff contribute substantially to the achievements we see every day at the school, and I thank you for your work.

Father McGrath, thank you for your involvement in, and ongoing spiritual support of our school community.

I thank our school community – parents, grandparents, guardians, and carers – for your significant role in guiding the education of students this year. Through this experience I am sure we all have a renewed appreciation for our teaching staff and their commitment.

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

Looking forward to an exciting and successful 2023.

Karina Dooley

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

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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.

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2022:

| Girls | Boys | LBOTE* | Indigenous | Total |
|--------------|-------------|---------------|-------------------|--------------|
| 61 | 73 | 11 | 5 | 134 |

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese of 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 of Wagga Wagga website or by contacting the Catholic Education Diocese of 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 | 89% |
| Year 1 | 88% |
| Year 2 | 87% |
| Year 3 | 89% |
| Year 4 | 89% |
| Year 5 | 92% |
| Year 6 | 85% |

The average student attendance rate for 2022 was 88%.

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 of 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.

Section 4: Staffing Profile

There are a total of 14 teachers and 5 support staff at St Mary's. This includes 5 full-time and 9 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 | 14 |

| | |
|--|---|
| 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 of Wagga Wagga.

2022 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

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In 2022, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

Professional learning and development included:

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 K-2 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

Assessment and reporting

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.

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 Schools Office and the whole of system conference. Other opportunities were made available such as the CEDWW run Connections and online courses.

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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 of 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.

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

- Learning support programs with Royal Far West and NSW Centre of Effective Reading
- 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 pre-school to kinder and Year 6 to secondary school
- Visiting performances/ incursions that cover across key learning areas

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

NAPLAN 2022 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 2022, all CEDWW schools completed NAPLAN Online.

Summary of Means

| | Number of Students | School Mean | State Mean |
|----------|--------------------|-------------|------------|
| Year 3 | | | |
| Numeracy | 19 | 422.3 | 406.9 |
| Reading | 19 | 455.0 | 444.7 |
| Writing | 17 | 434.0 | 432.7 |
| G&P | 19 | 436.8 | 444.3 |
| Spelling | 19 | 417.8 | 429.4 |
| Year 5 | | | |
| Numeracy | 19 | 515.4 | 495.6 |
| Reading | 19 | 520.3 | 513.2 |
| Writing | 19 | 481.2 | 492.0 |
| G&P | 19 | 497.6 | 506.1 |
| Spelling | 19 | 499.5 | 512.9 |

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](#).

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.

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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:

- 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

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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 of 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 of 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 of 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 of 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 2022.

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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 of 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 The CEDWW Charter

The development of a Charter for CEDWW schools that articulates the dual moral purpose of Catholic Identity and Student Learning.

Each school to:

- Contribute to the development of the CEDWW Charter through participation in a System led process.
- Lead the Faith formation of staff and students to foster active participation in prayer, liturgy and the sacramental life of the Church.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Sacred Scripture, Religious Education, Pedagogy (Encountering Christ)

Faith Formation Opportunities (Witnessing to Christ)

Catholic Identity and Worldview, School and Parish Partnerships (Forming a Christ-centered Community)

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 | Evidence |
|--|--|--|
| Faith Formation Opportunities (Witnessing to Christ) By the end of 2022, St Mary's staff will have actively engaged in faith formation opportunities to enhance their own faith journey and to inspire the creation of engaging faith experiences for students/parent partnerships. | Active participation in RE staff meetings and Staff Spirituality Day- focus on Faith Formation- Catholic Mindfulness and Catholic Identity and world view. REC to facilitate resourcing to support the focus areas of Faith Formation. Collecting feedback from staff and students via surveys. | Staff appreciate value of Catholic Mindfulness from 2021. Staff participated in Spirituality Day T4, Wk 5. REC to further investigate quality resources for use with primary children. Staff member who attended Connections shared experience at RE staff meeting. |

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| <p>Catholic Identity and Worldview, School and Parish Partnerships (Forming a Christ-centered Community) By the end of 2022, the visibility of our school/ parish Catholic charism/identity will be a focus and celebrated by all members of our St Mary's community.</p> <p>Reconnect St Mary's School and Parish faith communities post Covid 19</p> <p>Through the application of a catholic perspective in all key learning areas by our teaching staff, our students will be immersed in a curriculum that encompasses a Catholic identity and worldview.</p> | <p>Attendance at a Connections 2022 Faith Development experience for staff members.</p> <p>Focus on the creation of engaging faith experiences for students including reflective /contemplative Catholic Mindfulness.</p> <p>To visually communicate to the school/parish community the key elements of our local Corowa Catholic foundational story through signs/ historical prompts/ items of historical significance within the school environment.</p> <p>REC in consultation with PP to update existing current Prayer, Liturgical and Sacramental program/timing to consolidate school/parish partnerships in the celebration of faith as a community.</p> <p>Led by the Leadership team, staff will focus on a catholic perspective in all key learning areas across all cohorts. Focus will be emphasised in program/ policy documentation with key belief statements of Catholic identity and world view to learning and faith.</p> <p>Participation in the Parent Partnerships 2022 CEDWW led initiative. Aim to incorporate a wellbeing/ mindfulness element to support this initiative.</p> | <p>Sacramental classes/classrooms- display of responses in church.</p> <p>Signage placed on CM Centre.</p> <p>In planning draft stage/ capital works program in that space.</p> <p>Still under consideration/planning</p> <p>Still under consideration/planning..</p> <p>Parish based sacramental programs./morning tea gathering after Eucharist. Classes attending Midday Mass with parishioners when priest available.</p> <p>Discussion with leadership.Introduction of CEDWW Charter in 2023 and RE Stage Curriculum Days will provide focus on Re and extend other Key Learning Areas.</p> <p>Yr 4-6 staff participated in training. Vertical grouping ideas explored. Shortage of replacement staff was a challenge to implementation. Plan to start 2023.</p> |
|---|--|---|

DOMAIN: LEARNING AND TEACHING

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

SYSTEM STRATEGIC PRIORITIES

Through the ongoing development of instructional leadership in schools and the continued focus on Parameters 1, 6 and 14, the following System strategic priorities will be delivered.

2.1 A Clearly Defined Statement of Learning

- Each school to:
 - Engage with and action effectively the intent of the TransFORMATIVE Learning Statement through agreed teaching and learning practices and aligned classroom pedagogies. This would include leveraging key learnings from the COVID-19 period.
 - Contribute to the development of the Wellbeing for Learning Framework in order to inform and improve school processes and programs for supporting student wellbeing, engagement and diverse learning.

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2.2 Targeted Academic Achievement and Growth in Literacy

- Each Primary school to:
 - Revisit whole-school evidenced based practices for the teaching of literacy.
 - Use assessment data effectively and regularly to guide and develop planning and teaching of Reading and Writing in order to meet the agreed targets for student learning growth based on individual school analysis of specified literacy data (eg. Naplan, Best Start and Observation interview data).
- Each Secondary school to:
 - Implement agreed practices for the teaching of Writing in Years 7-9.
 - Use assessment data effectively and regularly to improve the teaching of Writing to ensure student achievement meets the agreed targets for student learning growth based on individual school analysis of specified literacy data (eg. Naplan, PAT, Best Start data).

2.3 Targeted Academic Achievement and Growth in Numeracy

- Each Primary school to:
 - Revisit whole-school evidenced based practices for the teaching of Numeracy.
 - Use assessment data effectively and regularly to improve teaching of Mathematics to ensure student achievement meets agreed targets for student learning growth in numeracy based on individual school analysis of specified data (eg. Naplan, PAT, Best Start and MAI data).
 - Implement effective short term use of intervention groups to support vulnerable learners reach system benchmarks based on individual school analysis of MAI and NAPLAN numeracy data.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Targeted Academic Achievement and Growth in Numeracy

- Planned and trialled Scope & Sequences & Units of Work, based on the new Mathematics syllabus.
- Focus on MAI growth point improvement for students

Targeted Academic Achievement and Growth in Literacy

- Planned and trialled Scope & Sequences & Units of Work, based on the new English syllabus.
- Focus on spelling improvement for students

Evidence Informing each Area for Improvement:

MAI data, EMU Data, PAT Maths, PAT Reading, NAPLAN

| SMART Goal (to be focused on improved student outcomes) | Evidenced-based Strategies/Actions Required to Deliver the SMART Goal | Evidence |
|---|---|---|
| Numeracy and Literacy 1 Relocate existing data walls, including one for spelling, due to building refurbishments taking place | Numeracy and Literacy 1 MFT and LFT will dismantle current data wall, locate portable display boards, divide spaces ready for data to be displayed by all teachers Leadership determine best place | <i>Was hard to achieve given the very public nature of the space.</i> <i>Staff engaged in learning data via summary documents more so than the data wall</i> |

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| <p>Numeracy and Literacy 2 By the end of 2022, K12 teachers will have planned and trialled Scope & Sequences & Units of Work, based on the new English and Mathematics syllabus, ensuring that in the 2023 all planning for English and Mathematics is based on a strong understanding of the syllabus leading to learning growth for all students</p> <p>Numeracy and Literacy 3 By the end of term 1, MAI data and Spelling test data will be compiled and analysed to determine and target individual learning needs, possible small group intervention programs, as well as establish whole school focuses for Professional Learning Conversation and Opportunities, to ensure learning growth in the domains of Number and Spelling</p> | <p>for storage of boards when not in use ensuring confidentiality and ease of access by teachers</p> <p>Numeracy and Literacy 2 MFT and LFT to establish planning documentation templates MFT and LFT to work with K/1 and Year 2 teachers to become familiar with new syllabus and to develop a Scope and Sequences and plan & implement Units of Work in both English and Mathematics Leadership to ensure common planning time is regularly available to engage in professional conversations and to support implementation of planning</p> <p>Numeracy 3 MFT and Principal to establish timeline for completing MAI by end of week 2 (I-6) and in week 10 (K), supporting classroom teachers to administer interview Class teachers to enter results into student profiles Leadership to ensure professional conversations are timetabled between MFT and class teacher to analyse individual student growth points and determine any common class areas of focus</p> <p>Literacy 3 SA Spelling to be administered before week 4 by class teacher LFT to enter results and display on data wall Leadership to ensure professional conversations are timetabled between</p> <p>LFT and class teacher to analyse individual student scores and to determine any common class areas of focus</p> | <p><i>New K-2 PLanning documents including scope and sequences have been trialled.</i></p> <p><i>NESA PD for staff re new syllabus both online and via Chris Keytes</i></p> <p><i>2023 Planning day to take place in Week 6</i></p> <p><i>MAi results show expected growth for students</i></p> <p><i>PAT Data shows: 91% at or above average and 3% 2 bands below expected level</i></p> <p><i>SA Spelling test completed by all staff</i></p> <p><i>Data shared for all students via documents</i></p> <p><i>Final summaries show this to be an area to focus on again on 2023</i></p> |
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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.

SYSTEM STRATEGIC PRIORITIES

Build the profile of Catholic Education by:

- Actively participating in activities for Catholic Schools Week

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| <ul style="list-style-type: none"> - Utilising the data from the Parent Survey to identify future directions for marketing. | | |
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| SCHOOL PRIORITY AREAS FOR IMPROVEMENT Student Wellbeing via Smiling Minds whole school Parent Partnerships Program | | |
| Evidence Informing each Area for Improvement: Student wellbeing survey data Post Covid feedback from parents re Learning from Home | | |
| SMART Goal (to be focused on improved student outcomes) | Evidenced-based Strategies/Actions Required to Deliver the SMART Goal | Evidence |
| Smiling Minds By the end of 2022 At St Mary's we will implement a whole school roll out of the Smiling Mind school wellbeing program to support student and staff wellbeing practices | Termly professional learning to support all staff in the implementation of the program. Initial survey for students to ascertain current school wellbeing data | <i>Mindfulness practices in place in each classroom across the school on daily or semi weekly basis</i> <i>4/5 and 5/6 Staff participated in the Project.</i> <i>Staff presented at the end of the program session to the group regarding what had been done.</i> <i>Parents invited to be involved in the program via the Zoom sessions and survey</i> |
| Parent Partnership Program Engage with the Parent Partners program 'Continuing the Learning Together' | Students survey in Semester 1 and 2 to track areas of improvements and areas for wellbeing growth Staff and parents to work collaboratively in sessions presented as part of the program. Regular information updates for the whole school | <i>Potential for further exploration of this for next year to continue to engage parents in their students' learning.</i> |

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 | | |
| SMART Goal | Evidenced-based Strategies/Actions | Evidence |

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| (to be focused on improved student outcomes) | Required to Deliver the SMART Goal | |
|---|---|--|
| Support CEDWW and Project management team to complete the 2 stages of building redevelopment. | <p>Constant collaboration with CEDWW, Project management team, School Council and school staff to achieve identified project timelines.</p> <p>Regular updates for the school community on project progress.</p> <p>Continued professional learning for staff focussed on contemporary pedagogies to best utilise the new learning spaces</p> | <i>Works still in progress, due to be completed end of Term 1 2023</i> |

Priority Key Improvements for 2023

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-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 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

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| Sacred Scripture, Religious Education, Pedagogy (Encountering Christ) Faith Formation Opportunities (Witnessing to Christ) | | |
|--|--|---|
| 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) |
| <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. 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;
- 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) |
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| <p>TransFORMATIVE Learning Introduce and engage with CEDWW the TransFORMATIVE Learning statement</p> <p>Numeracy and Literacy K/1/2 teachers will have planned and implemented Scope & Sequences & 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 & Sequences & 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>Wellbeing Learning Framework Implement the new Wellbeing Learning Framework</p> | <p>TransFORMATIVE Learning Professional learning for staff to engage with the TransFORMATIVE Learning Statement.</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>Numeracy and Literacy Support for implementing the new syllabus for K/1/2 teachers via MFT & 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 & 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>Wellbeing Learning Framework 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>TransFORMATIVE Learning School wide understanding of what TransFormative learning is.</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>Numeracy and Literacy 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 & LIT</p> <p>New: planning documents scope and sequences reflections of units</p> <p>School wide timetable for professional conversations</p> <p>Wellbeing Learning Framework Improved student and staff wellbeing data from pre and post surveys each term.</p> |
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| | Initial survey for students to ascertain current school wellbeing data | |
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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

Pnf & Parish Engagement

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) |
|---|---|---|
| <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> |

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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

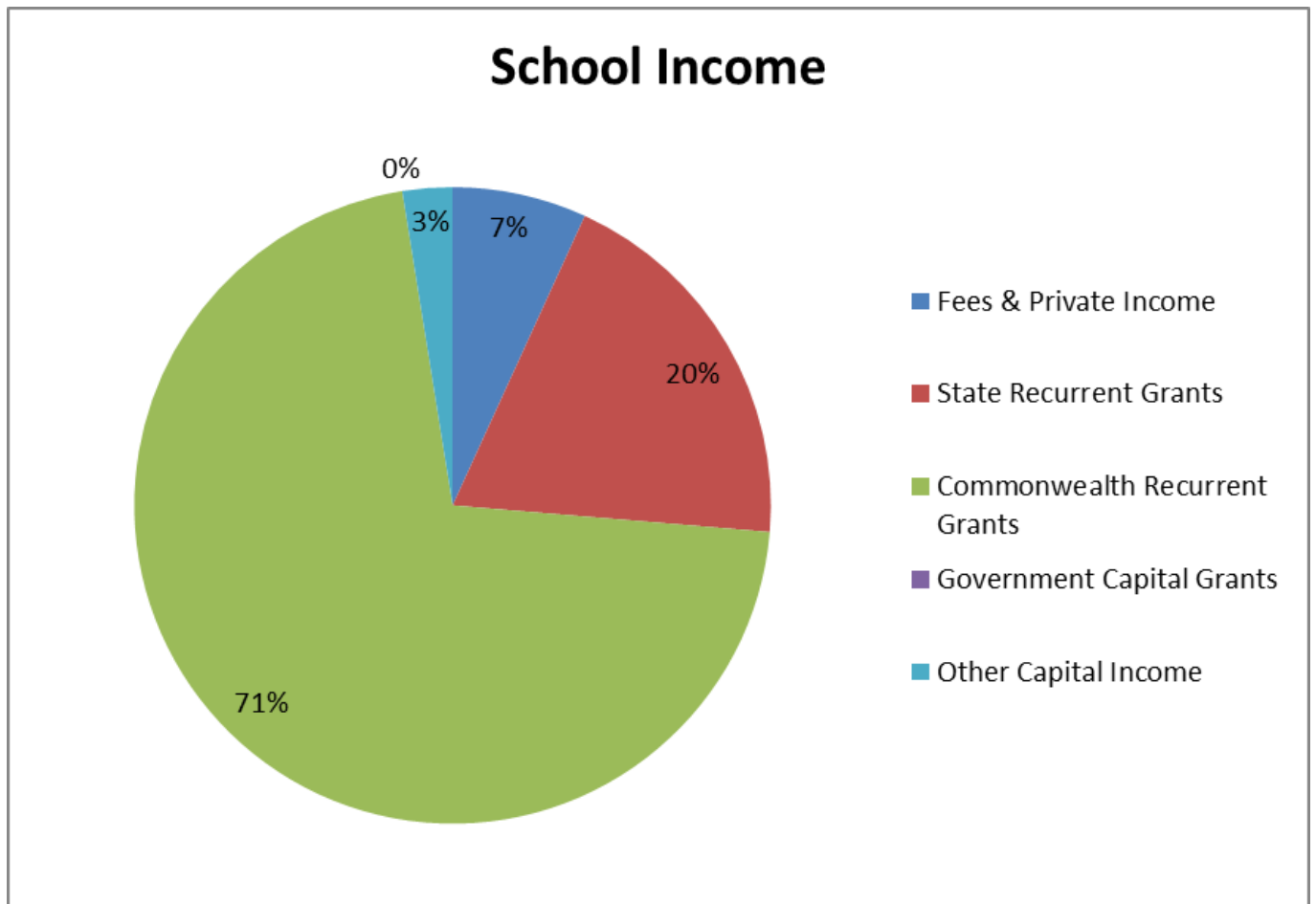
School admin refurbishment, additional learning spaces development and refurbishment of existing learning spaces

Evidence Informing each Area for Improvement:

- Redevelopment of Admin building and refurbishment of downstairs classrooms

| 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) |
|---|---|--|
| Support CEDWW and Project management team to complete the 2 stages of building redevelopment. | <p>Constant collaboration with CEDWW, Project management team, School Council and school staff to achieve identified project timelines.</p> <p>Regular updates for the school community on project progress.</p> <p>Continued professional learning for staff focussed on contemporary pedagogies to best utilise the new learning spaces</p> | <p>Successful completion of building project on time and within budget.</p> <p>Staff utilising the new learning spaces to support student learning outcomes.</p> |

Financial Report



School Expenses

