



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St Anne's School Temora

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Principal

Mrs Kathy Holding

Section One: Message from Key Groups in our Community

Principal's Message

St Anne's is committed giving students the best learning experience in a caring Catholic community. The school has a proud tradition of achieving excellent academic results. Teachers do make the difference to a child's learning and this is very evident at St Anne's where teachers are committed to giving each child the best opportunities to reach their potential.

Communication between home and school is a high priority. There are many formal and informal opportunities for communication. Building a strong community which includes students, teachers, parents and other members of the Temora and regional area is a high priority for the school. We also welcome students from West Wyalong who join us in Year 7.

Parent Body Message

The newly formed Community Council is pivotal in supporting the school. This group has a number of sub committees which advise and plan for fundraising, marketing, uniform, canteen and maintenance projects. There are many parent volunteers who support the school as parent helpers, in fundraising events and in many, often unseen, ways.

Parents are encouraged to contact the school and to be a part of information events and school celebrations.

Student Body Message

St Anne's is a great place to learn. We are supported by state of the art technology including an iPad program for each student from Years 5-10. Our teachers know us and plan our learning to best meet our needs.

The Student Representative Councils in Primary and Secondary are an excellent opportunity for us to develop leadership skills and to have a say in our school.

We really appreciate the advantages which a K-10 school offers us. Students really love being part of such a special community.

Section Two: School Features

St Anne's School is a Catholic systemic Co-educational School located in Temora.

St Anne's is a Catholic systemic school located in Temora. The school caters for students from Kindergarten - Year 10 and has a current enrolment of 241 students attending this school come from a variety of backgrounds and nationalities consisting of 109 males and 132 female students; 8 indigenous students; and 7 from a Language Background other than English (LBOTE).

The school strives to challenge students to achieve their potential. For this reason a wide range of sporting and extra-curricular activities are provided. Activities provided include, Aspirations Program, Chess and public speaking, Duke of Edinburgh and a variety of excursions.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

This year's liturgical theme was 'You Will Never Walk Alone'. This theme emphasises the importance of a faith and hope filled focus for our community. The theme also reiterates the supportive nature of the St Anne's school community.

The school is proud of its action-based community service program. The school continues to support the Red Shield Appeal, Project Compassion, Meals on Wheels, the Cancer Foundation and other charities. Students actively live out the gospel by visiting Narraburra Lodge, Greenstone Lodge and Pinnacle House on a regular basis.

Students have opportunities to attend mass each week on a roster basis. They also celebrate major feasts at whole schools masses. Annual retreats are organised for the students. St Anne's is part of the Sacred Heart Parish which is part of the Temora Mission - Temora, Aria Park, Barmedman, Ardlethan, Barellan and Binya.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 10. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 139 | 110 | 9 | 249 |

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 92.17%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | |
|--------------------------------|--------|
| Kindergarten | 91.41% |
| Year 1 | 91.29% |
| Year 2 | 91.85% |
| Year 3 | 92.65% |
| Year 4 | 91.31% |
| Year 5 | 94.11% |
| Year 6 | 05.43% |
| Year 7 | 93.18% |
| Year 8 | 92.64% |
| Year 9 | 88.57% |
| Year 10 | 92.40% |

Managing Student Non-attendance

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.

School 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 wellbeing 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 that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services 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.

Student Post Year 10 Destinations

Each year the school collects destination data relating to the Year 10 student cohort. The cohort of 23 students followed the following pathways:

Local state high school : 16

Boarding school: 7

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 22 | 10 | 32 |

* This number includes 13 full-time teachers and 9 part-time teachers.

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

Professional Learning

Staff professional learning was focused on implementation of the Australian Curriculum. Primary and secondary teachers attended a range of professional learning activities focusing on English, Mathematics, Science and History.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

| NAPLAN RESULTS 2015 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Reading | 50% | 48% | 4% | 11% |
| | Writing | 42% | 47% | 0% | 7% |
| | Spelling | 38% | 41% | 17% | 15% |
| | Grammar and Punctuation | 33% | 52% | 8% | 11% |
| | Numeracy | 12% | 34% | 17% | 15% |

| NAPLAN RESULTS 2015 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Reading | 48% | 34% | 19% | 18% |
| | Writing | 38% | 19% | 10% | 18% |
| | Spelling | 52% | 33% | 10% | 15% |
| | Grammar and Punctuation | 43% | 36% | 10% | 17% |
| | Numeracy | 24% | 28% | 14% | 16% |

| NAPLAN RESULTS 2015 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 7 | Reading | 27% | 19% | 8% | 15% |
| | Writing | 19% | 16% | 12% | 29% |
| | Spelling | 42% | 31% | 4% | 16% |
| | Grammar and Punctuation | 35% | 29% | 8% | 19% |
| | Numeracy | 38% | 26% | 8% | 17% |

| NAPLAN RESULTS 2015 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 9 | Reading | 24% | 21% | 38% | 23% |
| | Writing | 10% | 13% | 57% | 39% |
| | Spelling | 29% | 24% | 29% | 22% |
| | Grammar and Punctuation | 19% | 17% | 38% | 29% |
| | Numeracy | 23% | 24% | 32% | 17% |

Section Seven: 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 School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

Staff have begun to use MyPaD as a way of recording their own professional learning but more importantly to save their Professional Learning Goals.

Numeracy has been a focus through the COSA project (Collaboration on Student Achievement). Staff have worked with Catholic Education to improve numeracy pedagogy. The AMF Framework has been adopted for all numeracy planning.

Staff have met the challenges of implementing the Australian Curriculum by developing consistent programming expectations.

Priority Key Improvements for 2016

2016 will see the continued implementation of the Australian Curriculum. Staff will particularly focus on inquiry learning and its implication for literacy teaching. Another focus for 2016 will be classroom observations as a form of professional development whereby teachers will learn from other teachers at the school and other schools.

Student and staff wellbeing will be a focus through a Wellbeing Project. This will involve data collection, training and the implementation of appropriate targeted programs.

Section Eight: School Policies

Student Welfare Policy

St Anne's expects its students to behave in a manner which supports the well-being of all members of the school community. Students are encouraged to own and take responsibility for their actions. Our procedures are sequential in both K-6 and Years 7-10. Parental involvement depends on the seriousness of the incident.

Corporal punishment is expressly prohibited at this school. In addition we do not sanction administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school follows the Catholic Education Policy as listed on the CE website. The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes which allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always sought. A full text of the school policy is available on the school website or from the Front Office.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents are very supportive of the school. The newly formed Community Council has open forums each term for parents to be informed of current events, programs and achievements.

Parents feel welcome to meet with teachers or members of the Executive.

Student Satisfaction

St Anne's is a very friendly school. Its size means that we all know each other very well. Student leaders have been very effective and have built strong relationships between students and teachers.

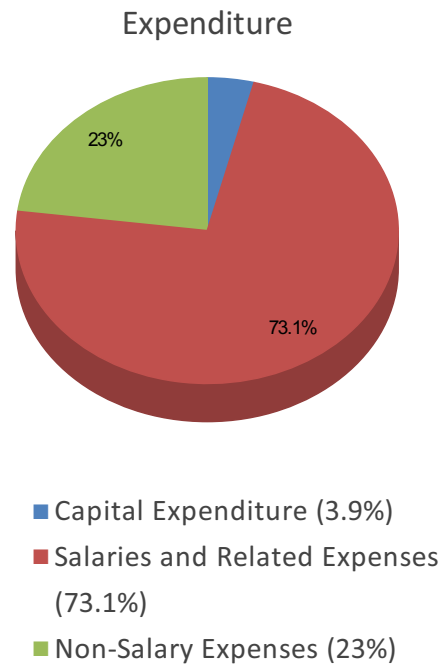
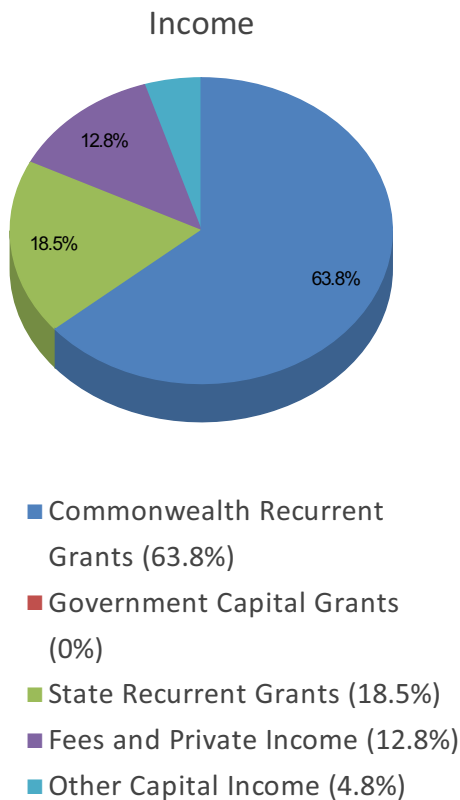
Students find teachers approachable and frequently seek extra support if needed.

Teacher Satisfaction

The small turnover of teachers is indicative of their overall satisfaction with their work environment. Social functions are a clear indicator of teacher satisfaction at St Anne's.

Staff meetings provide teachers with a forum for their opinions and views.

Section Ten: Financial Statement



| RECURRENT and CAPITAL INCOME | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$2,222,339 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$645,361 |
| Fees and Private Income ⁴ | \$446,183 |
| Other Capital Income ⁵ | \$167,639 |
| Total Income | \$3,481,522 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------------|
| Capital Expenditure ⁶ | \$150,521 |
| Salaries and Related Expenses ⁷ | \$2,786,442 |
| Non-Salary Expenses ⁸ | \$876,475 |
| Total Expenditure | \$3,813,438 |

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture

and Equipment.

7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.