



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



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 has a proud tradition of offering a quality education in a caring Catholic community environment. Students come from the Temora township and many smaller towns in the region. A small group of students travel by bus from West Wyalong each day.

"Teachers really do make the difference" and this is very true at St Anne's. We are fortunate to have highly qualified and committed teachers who go to great lengths to provide the best education for the students in their care.

In 2016 we have had a big focus on improving literacy skills, exploring different ways of teaching literacy through an inquiry based approach and developing a love of reading in the students.

We have also worked hard to improve teacher and student knowledge of wellbeing.

Parent Body Message

The Community Council is a very vibrant and effective group who have contributed much through fundraising activities and in providing sound advice to the school. The various sub-committees have worked tirelessly in the areas of marketing, fundraising, uniform, canteen and building and maintenance.

Home/school communication is valued. There are many formal and informal opportunities for communication including parent/student/teacher interviews, three-way conferences, parent evenings and open forums presented by the Community Council.

Many community events add to the welcoming atmosphere of the school. These include Grandparents' Day, Mothers' Day Picnic and Fathers' Day lunch and touch football.

Student Body Message

St Anne's is a very supportive community. We believe that we receive a quality education and that our teachers really care about us and know how to teach to our individual needs. The Student Representative Council is one way which we can have our own voice.

We really enjoy the excursions, field trips and sporting opportunities at St Anne's. These give us a broader and interesting aspect to our overall education.

Section Two: School Features

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

St Anne's prides itself on giving students a well-rounded education and preparing students to a high standard as they move on to Years 11 and 12. 2016 NAPLAN results in Year 9 Writing were recognised by ACARA for achieving high growth. St Anne's performed. Apart from many sporting opportunities, St Anne's offers many cultural and extracurricular activities such as the annual school Showcase, Da Vinci Decathlon, Aspirations Program, Young Engineers Challenge, Women in Engineering, public speaking, debating, tutoring by the Young Regional School of Music, Electives Evening, dance.

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 'We open our hearts to all' which was inspired by the Year of Mercy. This theme challenged all members of our community to always act towards others in a spirit of generosity and mercy.

The community service program at St Anne's brings an extra dimension to the Catholic Identity and Faith Formation for our students. The students visit Narraburra Lodge, Greenstone Lodge and Pinnacle House on a regular basis. They also assist with Meals on Wheels and support the Red Shield Appeal, Project Compassion, the Cancer Foundation and other charities.

St Anne's is part of the Sacred Heart Parish which is part of the Temora Mission - Temora, Ariah Park, Barmedman, Ardlethan, Barellan and Binya. The school attends Masses for special feast days such as the Feast of St Anne and Joachim, St Mary MacKillop and the Feast of the Sacred Heart. Students are also rostered in class groups to attend weekly masses.

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 2016:

Girls	Boys	LBOTE*	Total Students
127	109	11	236

* 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 2016 was 92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91%
Year 1	93%
Year 2	91%
Year 3	91%
Year 4	92%
Year 5	90%
Year 6	94%
Year 7	94%
Year 8	93%
Year 9	92%
Year 10	86%

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 cohort. The cohort of 21 students followed the following pathways:

Local state high school: 14

Boarding school: 4

Year 11 in another town: 1

Unknown: 2

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
23	9	32

* This number includes 14 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Literacy was a key focus for professional learning for teachers from Kindergarten to Year 10. Primary teachers particularly focused on the development of agreed practices for their literacy block. Secondary teachers were supported in their professional learning by attending network days offered by Catholic Education in a variety of subject areas.

All staff also participated in professional learning in wellbeing by completing modules and professional learning days offered by KidsMatter and MindMatters.

Staff were challenged to develop their classrooms as flexible learning spaces.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	61%	49%	4%	11%
	Writing	61%	49%	4%	6%
	Spelling	43%	46%	13%	12%
	Grammar and Punctuation	65%	52%	9%	10%
	Numeracy	55%	36%	14%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	39%	35%	13%	15%
	Writing	5%	17%	9%	18%
	Spelling	22%	30%	13%	18%
	Grammar and Punctuation	48%	36%	17%	15%
	Numeracy	22%	29%	9%	17%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	28%	27%	6%	18%
	Writing	22%	16%	33%	27%
	Spelling	28%	28%	17%	16%
	Grammar and Punctuation	39%	27%	6%	20%
	Numeracy	33%	31%	11%	15%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	31%	21%	15%	21%
	Writing	8%	12%	15%	38%
	Spelling	23%	22%	38%	23%
	Grammar and Punctuation	31%	16%	23%	28%
	Numeracy	15%	22%	15%	18%

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 2016

The continued development of community events was a focus for 2016. The teaching staff also embraced the notion of classroom walkthroughs. The focus on literacy was evident in the promotion of free choice reading and the increase in titles in both classroom and school libraries.

Apple TVs were used as a technology tool to further enhance pedagogy. Teachers continued to focus on consistent and effective programming and in Religious Education they continued to trial the new Treasures New and Old units. Staff continue to implement both the spirit and the content of the Australian Curriculum in their classrooms.

Priority Key Improvements for 2017

2017 will have three key improvement areas:

1. Wellbeing for the whole school community - students, teachers and families
2. Numeracy - a focus on inquiry based learning and the notion of a Positive Mindset
3. The development of a learning community - learning is seen as a life-long pursuit by all members of the community

Section Eight: School Policies

Student Welfare Policy

At St Anne's, wellbeing is understood as a sustainable state characterised by positive relationships at school, positive attitudes, resilience, being able to maximise strengths and high levels of satisfaction with learning experiences (Noble and Wyatt, 2008). Wellbeing is best promoted in a safe and supportive school. In order to provide this, the school aims to have well documented processes and procedures.

Teachers are expected to closely monitor student welfare. Teachers meet regularly to support each other in providing the best care for their students. Students are expected to show respect for others, themselves and their environment. They are encouraged to consider the effects of their actions in the classroom on their own learning and the learning of others. Home/school communication is a significant factor in effective student welfare at St Anne's.

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>.

St Anne's Central School adheres to the Catholic Education Archdiocese of Canberra and Goulburn's Complaints – Intake and Management Policy.

The school's Complaints and Grievances Resolution Policy is available on the school's website and from the school 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 Community Council has open forums each semester for parents to be informed of current events, programs and achievements.

The school has an 'open door' policy which encourages parents to visit.

The MySchool Survey indicated that 93.4% of parents either agreed or strongly agreed that St Anne's is a good Catholic school. 88.1% of respondents either agreed or strongly agreed that their child is happy going to St Anne's. 84.6% of respondents either agreed or strongly agreed that teachers and staff make parents feel welcome.

Student Satisfaction

Students enjoy the friendly atmosphere of St Anne's. In the MySchool Survey 80.5% of primary students and 50% of secondary students either agreed or strongly agreed that they like being at school. 97.2% of primary students and 69.7% of secondary students either agreed or strongly agreed that they feel safe at this school

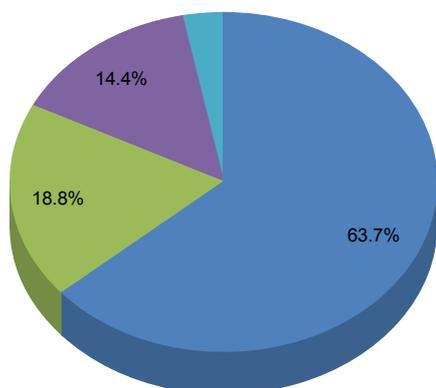
Teacher Satisfaction

There is a very small turnover of staff which is indicative of staff satisfaction.

In the MySchool Survey 95.9% of staff either agree or strongly agree that St Anne's is a good place to work. 95.6% of staff also either agreed or strongly agreed that they get a lot of satisfaction from working at St Anne's

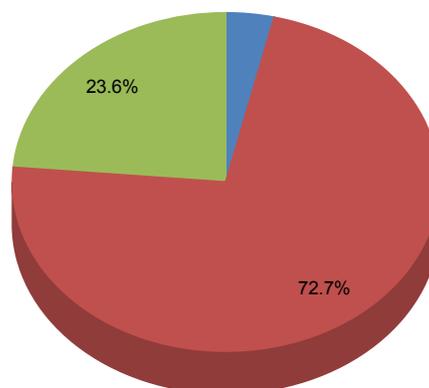
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (63.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.8%)
- Fees and Private Income (14.4%)
- Other Capital Income (3.1%)

Expenditure



- Capital Expenditure (3.7%)
- Salaries and Related Expenses (72.7%)
- Non-Salary Expenses (23.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,218,342
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$654,761
Fees and Private Income ⁴	\$503,261
Other Capital Income ⁵	\$108,800
Total Income	\$3,485,164

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$134,151
Salaries and Related Expenses ⁷	\$2,668,576
Non-Salary Expenses ⁸	\$866,528
Total Expenditure	\$3,669,255

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.