



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



McAuley Catholic Central School Tumut

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Principal

Mr Rodney Little

Section One: Message from Key Groups in our Community

Principal's Message

As a Catholic school our core business is education and learning. We value the individual and strive to develop all aspects of the person. Our understanding of human dignity and the primacy of relationships guides how we interact with all members of the community. The teachings of the Gospels have direct impact upon how we seek to maximise student outcomes.

McAuley Catholic Central School Vision Statement, 'Flowing Together through Faith and Learning' incorporates significant local geography (the Tumut River), the religious beliefs of the school community and an educational focus for our school community. The educational and faith aspects being referred to as being together is witnessed at McAuley through cooperative and collaborative learning, where everyone's input is valued and their diversity appreciated.

Some of our core beliefs for teaching and learning are;

- All students can learn and all students have a right to learn,
- learning is important and highly valued,
- striving for excellence and improvement creates positive outcomes for all

Parent Body Message

McAuley parents, staff and friends play a major role as a forum in helping to build a true spirit of community within the school. The School Community Council is made up of an Executive with a number of interest groups and people are encouraged to participate. As the key parent forum and support group they provide input regarding parent priorities, adult education opportunities, platform to work closely with, and support, the Principal and staff, funding to provide improvements to the school, Canteen support, opportunities for social interaction, opportunities for meetings once or twice each term.

McAuley boasts open and friendly communication with parents, parish and the wider community. Communication is integral to people feeling valued and appreciated. Parents who wish to speak to a teacher are encouraged to phone for an appointment. Each staff member is responsible for following up on phone contacts or requests. A weekly newsletter is emailed to families, regular Parent Information Evenings occur, formal school reports are issued and Parent Teacher interviews arranged.

Student Body Message

McAuley Catholic Central School offers a great education for students from Kindergarten to Year 10. McAuley offers a wide range of activities from practical to social. We have the advantage of being a small school with more one on one learning opportunities with teachers and students. McAuley has a great group of teachers who strive to give us the best education possible, caring and supporting us along our learning journey. McAuley is a great school and students enjoy coming each day to learn and socialise with friends.

Section Two: School Features

McAuley Catholic Central School is a Catholic systemic Co-educational School located in Tumut.

Teachers at McAuley believe that they are responsible for the creation of an environment, which provides opportunities for students to reach their potential fulfilling their spiritual, intellectual, emotional and physical need.

Restorative Practices is a framework that allows for a mutual starting point between students and teachers when conflict occurs. As each member of the school engages with Restorative Practices we are aiding our students to become respectful and active members of the community. A significant aspect of Restorative Practices are the Restorative Questions. These questions aid reflection and allow each member in conflict to be able to respectfully voice their opinions and hear what other parties have to say. The purpose is to allow growth in the child that will see them accept ownership of their behaviour and to recognise the need for restoration of relationship with the involved parties.

The school has successfully gained a Grant to refurbish the Technology and Science building. This will allow students to pursue skills to greater depth in Textiles, Food Technology and hospitality with a breakout area for Café style eating. Stage 2 of the project is the inclusion of Metal Technology beside the current Wood Technology. ICT skills feature highly in the majority of the above mentioned industries as integral in the design and production process. The BYOD approach, the EDMODO learning platform and changing pedagogy such as Flip Classroom developing student abilities to collaborate, communicate, to be creative and critical thinkers. Combined with Electives such as Industrial Technology Electronics and Information Software and Technology are supportive of future employment pathways in this region.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

McAuley Catholic Central School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

At McAuley Catholic Central School, with Christ as our guiding light and in the spirit of Catherine McAuley, we seek to recognise, appreciate and develop the gifts of all in a spirit of collaboration, love and service.

The school year commences with an Opening School Mass and on various feast days and significant days in the life of the school, the McAuley community also gathers for the celebration of the Eucharist.

Prayer is a priority for staff, and each staff member leads a prayer gathering before school twice a week and at each staff meeting. Each Staff Development Day opens with a liturgy or prayer, which is also led by staff.

In keeping with the Mercy charism and its emphasis on the values of justice, love, hospitality and compassion, students are provided with numerous opportunities to engage in activities in the wider community, through weekly class visits to the Catholic Aged Care Facility, delivering Meals on Wheels and Volunteering at Riding for the Disabled. Our Parish Priest plays a vital and integral part in our school. Each semester a class leads the celebration of their Class Mass as well as a Reconciliation liturgy. McAuley have a very close relationship with the Parish, with many students on the altar serving roster and each month McAuley students and staff lead a weekend liturgy.

Although we do not have many direct links with the Sisters of Mercy today, the Mercy values are firmly fostered within the School and we believe the spirit of Venerable Catherine McAuley is alive in our school.

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
149	176	10	325

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

Attendance rates by Year group	
Kindergarten	94%
Year 1	93%
Year 2	95%
Year 3	93%
Year 4	96%
Year 5	91%
Year 6	91%
Year 7	93%
Year 8	90%
Year 9	90%
Year 10	91%

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

Our students continued their education at a number of schools, namely Tumut High School, Kildare College, Yanco Agricultural College, with one student taking on an apprenticeship.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
24	10	34

* This number includes 19 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

The staff participated in a variety of professional learning days.

- CPR, Anaphylaxis & Asthma Training – St John’s Ambulance
- First Aid Training
- Learning Support - adjustments and extension, Individual Education plans
- Life Skills assessment and reporting
- Phase 2 BOSTES NSW Syllabus implementation
- Training in recognising and dealing with harassment and discrimination
- Disability Standards for Education
- Resilience training
- Staff Spirituality and Prayer

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	58%	48%	10%	11%
	Writing	59%	47%	12%	7%
	Spelling	53%	41%	12%	15%
	Grammar and Punctuation	66%	52%	9%	11%
	Numeracy	42%	34%	3%	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	56%	34%	12%	18%
	Writing	35%	19%	15%	18%
	Spelling	35%	33%	23%	15%
	Grammar and Punctuation	50%	36%	19%	17%
	Numeracy	16%	28%	12%	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	41%	19%	5%	15%
	Writing	34%	16%	26%	29%
	Spelling	37%	31%	11%	16%
	Grammar and Punctuation	34%	29%	13%	19%
	Numeracy	28%	26%	10%	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%	39%	23%
	Writing	21%	13%	45%	39%
	Spelling	24%	24%	21%	22%
	Grammar and Punctuation	21%	17%	48%	29%
	Numeracy	21%	24%	42%	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

The Making Jesus Real (MJR) program is embedded within Year 6 classes. The Integrating Focus values were aligned within Primary SRC awards and the weekly SRC focus. In Secondary classes the 'Being Good News' program is incorporated within secondary pastoral classes.

Involvement with community based organisations is continuing and we now have Year 9 assisting with Riding for the Disabled. As part of our student affirmation processes teachers regularly update the Spirit of Service registers for 7-10 students, those who have qualified for Spirit of Mercy Awards are recognised during weekly assemblies. Catherine McAuley trophies have been purchased to recognise at the end of year Awards Ceremony, those who are outstanding with Spirit of Mercy Awards.

Priority Key Improvements for 2016

Three areas have been identified in our Annual Improvement plan.

Firstly, the intention to development and embed Formative Assessment in teacher pedagogy from Kindergarten to Year 10 based on the work of Dylan Wiliam.

Secondly, pursue the integration of ICT across the curriculum through the continued development of BYOD (Bring Your Own Device) and the resultant changed pedagogies, including continued implementation of the Inquiry Process.

Thirdly, using data to improve student outcomes guided and supported by the National School Improvement Tool.

In support of these goals the refurbishment of the Technology building and the Science Laboratory will assist the teaching and learning in Woodwork, Food Technology, Textiles, Visual Arts and Science.

Section Eight: School Policies

Student Welfare Policy

Staff, students and parents share a responsibility of modelling high quality interpersonal relationships. Students are encouraged to develop trust and friendships with their peers, staff and community members. To enhance this, the following strategies are in place:

- Encouraging students to adopt and practise the core values of the Mercy Tradition (Mercy, Human Dignity, Justice, Service and Option for the Poor)
- Providing SRC sports equipment during recess and lunch
- Involving all K-10 students in a Pastoral Care Program (Peer Support)
- Community Service Programs (Visits to Blakeney Lodge, Meals on Wheels, RDA, Gadara School)
- Using the Buddy System where senior buddies team up with a junior buddy during the term
- Student Representative Council (SRC)
- Gaining House Points for commitment and effort.
- Merits and Awards
- Class rewards
- End of Term Awards Ceremonies
- Displaying laminated classroom rules in the classroom

Teachers revisiting classroom and playground behaviour rules and expectations each year

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the 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 responds to complaints in a caring and professional manner. They can be received in written or verbal forms with serious complaints being required in writing to ensure the complaint is recorded accurately.

Child protection complaints are managed by the Principal or Assistant Principal and are subject to NSW/ACT Catholic Education policies and relevant Acts.

When a resolution is reached, letters of closure including findings as appropriate are sent by the Principal or Assistant Principal to the relevant parties.

The school follows the Catholic Education Policy as listed on the CE website

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

The Parent feedback was gained through an online survey. The respondents were very positive with regard to school's commitment and enthusiasm for its approach to teaching and learning and the stimulating environment. The school reports were regarded as informative and very strong support was evident with regard to the high standard of student behaviour and student management. Parents felt that the children's social needs were well catered for and that the staff were very approachable and their concerns were listened to. The school is regarded as a safe environment where parents are given the opportunity to be involved in school activities. Overall the great majority were satisfied with the education being offered to their child.

Student Satisfaction

Students were surveyed across differing ages and were quite positive with the clear majority of responses being either Agree or Strongly Agree. The types of questions in summary include caring environment, maintained facilities, assistance with work when needed, student management and expectations, helpful feedback and encouragement, prepared and interesting classes and adequate resources.

The two highest rating Strongly Agree were: I am helped with my work when I am having difficulties and I am expected to act responsibly. These were closely followed by: I am encouraged to improve the standard of my work, My school has clear rules and expectations and There are opportunities to be involved in activities outside the classroom.

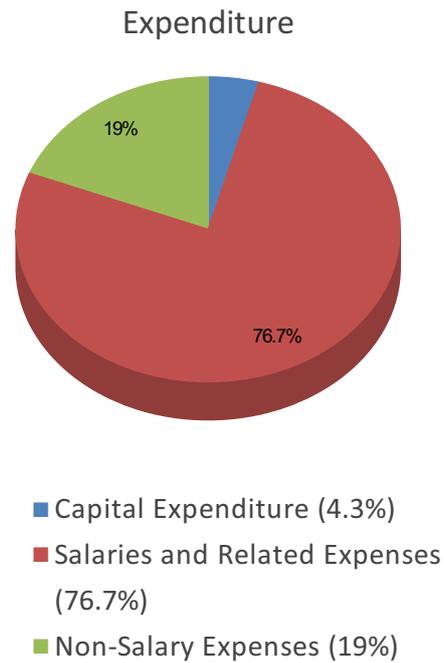
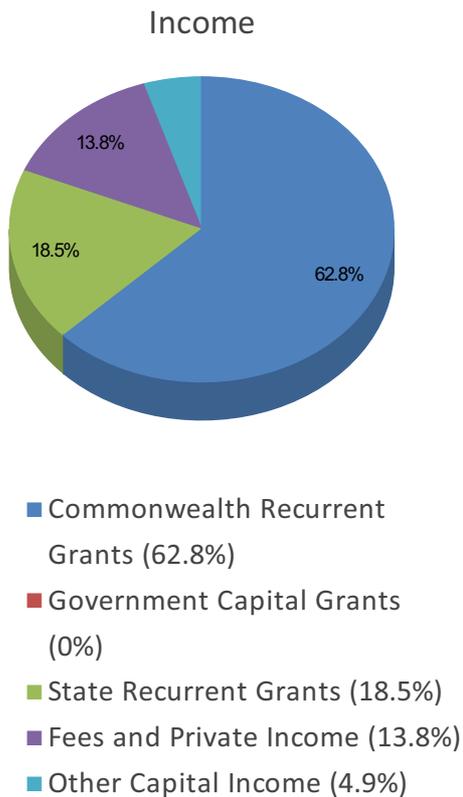
Teacher Satisfaction

The staff feedback was gained through an online survey. They were confident in their ability to influence decisions at work and agreed they work in a supportive environment and enjoyed recognition from colleagues. The staff felt like professionals and had opportunities for Professional Development. They were committed to the school, felt their role was valued and that a supportive ethos existed.

Some concern for clear communication of goals and the execution of change were expressed.

Staff were confident that the Leadership was open and understanding and the staff set a good example for the students and felt that the school encouraged student responsibility. They felt that conflict was handled well and that the school encouraged a climate conducive to learning.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,658,848
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$784,078
Fees and Private Income ⁴	\$584,868
Other Capital Income ⁵	\$208,820
Total Income	\$4,236,614

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$179,812
Salaries and Related Expenses ⁷	\$3,237,654
Non-Salary Expenses ⁸	\$801,917
Total Expenditure	\$4,219,383

Notes

- Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
- Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
- State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
- Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
- Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
- 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.