



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



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

McAuley Catholic Central School prides itself on being a warm and welcoming environment. The school has a happy and friendly atmosphere. We have the advantage of being a relatively small school, this facilitates opportunities for an enhanced rapport between teachers and students and very supportive Pastoral Care. Links with the community include participation in the Festival of the Falling Leaf Parade, ANZAC Day, Sorry Day and NAIDOC events, community support programs include assisting with the Riding for the Disabled, Meals on Wheels and visits to Blakeney Lodge, a local Aged Care facility.

Parent Body Message

The McAuley Catholic Central School parent body is made up of a dedicated group of parents. All contribute as a collective to improve school spirit, resources, facilities and school culture.

Structures are in place to facilitate communication with teachers, parents and students to the parent body. These include social media and email.

McAuley is lucky to have a parent body that has a strong advocacy for school improvement. Some highlights over the past year include the painting of the facade of the high school main building with the assistance of a heritage grant. Being involved in creating a balanced canteen menu and selecting new uniform that is functional and maintains school dress standards.

The fundraising committee have been very busy raising funds through raffles, street stalls and an Easter egg drive. Working towards a bus shelter and significant shade awnings on the primary and high school campuses.

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 which students enjoy coming to 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.

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.

As is the case with most rural communities' employment for the youth of the area is an ongoing concern. The school is sensitive to these underlying anxieties and looks to aligning our curriculum offering with the current and perceived future skill needs of local industry. The major employer industries are currently Forestry, Paper production, Timber mills, Electricity production, Beef Cattle production and related support industries of Engineering, Transport and Retail.

The school is currently awaiting the completion of the refurbished 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 student Bring Your Own Device and the resultant changing pedagogy develop student abilities to collaborate, communicate and 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 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 2016:

Girls	Boys	LBOTE*	Total Students
149	170	9	319

* 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	94%
Year 1	93%
Year 2	93%
Year 3	94%
Year 4	93%
Year 5	94%
Year 6	92%
Year 7	90%
Year 8	90%
Year 9	88%
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

28 Year 10 students in 2016

19 Tumut High School

3 Kildare College, Wagga

2 Mater Dei College, Wagga

2 Batlow Technology School

1 Baldivis Secondary College, WA

1 Traineeship COLES

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
27	9	36

* This number includes 20 full-time teachers and 7 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Live Life Well NSW Primary Health program, Secondary Mathematics, Science and English Workshops, Literacy and Numeracy Action Plan intervention meetings, managing students with Diabetes and managing students with Autism. Classroom differentiation skills and Classroom Support Teacher meetings.

To further facilitate our implementation of embedding Formative assessment members of the Executive attended Professional Development by Dylan Wiliam in Sydney.

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	45%	49%	24%	11%
	Writing	31%	49%	23%	6%
	Spelling	53%	46%	18%	12%
	Grammar and Punctuation	38%	52%	12%	10%
	Numeracy	36%	36%	12%	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	29%	35%	24%	15%
	Writing	5%	17%	29%	18%
	Spelling	19%	30%	14%	18%
	Grammar and Punctuation	43%	36%	10%	15%
	Numeracy	24%	29%	14%	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	26%	27%	21%	18%
	Writing	18%	16%	26%	27%
	Spelling	15%	28%	29%	16%
	Grammar and Punctuation	21%	27%	44%	20%
	Numeracy	15%	31%	15%	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	18%	21%	18%	21%
	Writing	7%	12%	30%	38%
	Spelling	19%	22%	33%	23%
	Grammar and Punctuation	30%	16%	11%	28%
	Numeracy	32%	22%	11%	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

Teacher Professional learning was focused on the development of Assessment for Learning based on the use of Formative Assessment as promoted by the work of Dylan Wiliam. Further work was done on teachers collecting and using data to inform their teaching. Such as Learning Assessment Framework (incorporating Stage 4 Mathematics), SENA 1&2, Kindergarten Observation Assessment, Year 1 Observation Survey, Running Records, mapping student achievement on Numeracy and Literacy Continua and NAPLAN.

In-school BYOD Project Officer supporting teacher pedagogical practice through mentoring to continue improved teacher capacity to educate students in a Bring Your Own Device context. Where students bring their own Laptop, iPad or Tablet.

Skills development to differentiate teaching to meet the specific learning needs of students across the full range of abilities. Using Understanding by Design inquiry based learning practices for planning and programming purposes.

Priority Key Improvements for 2017

- Assessment for Learning identified in teaching programs. Assessment for Learning Practices are evident in classroom pedagogy.
- Structured program of class visits for mentoring purposes
- Data used by teachers to inform their pedagogy and improve student outcomes.
- Detailed Professional Learning Plan to Differentiate teaching to meet the specific learning needs of students across the full range of abilities.
- Engage with colleagues and to improve teaching practice
- Increased literacy & numeracy competency for Years K-2 with Early Learning Intervention

Section Eight: School Policies

Student Welfare Policy

The Welfare Policy is underpinned by the principles of Restorative Practice. The optimum situation being that those with the problem should be involved in creating the solution. This approach is heavily reliant upon the development of an atmosphere of mutual respect between teachers and students. In a dispute situation both parties need to be listened to and for resolution to take place some mutual face saving strategies be brought into play. Communication with families is crucial as we see the education of a child as a shared responsibility between the family and the school. Also students will learn what they experience, be it dignity and respect or otherwise. Clear boundaries are set for the students as well as rights and responsibilities being clearly outlined in the Welfare Policy.

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 policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. 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

The satisfaction by the parent community is expressed through their willingness to support the school. One significant expression is our continued increase in enrolments, as well as classroom assistance provided by volunteers and attendance at school functions. Gifts of farm produce and chocolates to the school staff as a group is not uncommon.

Another indicator of satisfaction is the active sub-committees of the Community Council. The Fundraising committee have been raising funds to provide a Bus Shelter and other student weather protection structures on both the Primary and Secondary sites through raffles, street stalls and an Easter Egg drive. The Uniform Committee have made significant progress in upgrading both the look and functionality of the student uniform. While the Canteen Committee has reviewed the Canteen Menu in order to establish both a balanced choice of foods as well as a financially viable operation to serve the school community.

Student Satisfaction

We provide a family environment which benefits from the presence of a wide cross-section of students, from age 5 to 16. A random selection of students agreed or strongly agreed that the school is a caring environment where they are helped when they are having difficulties. The students agreed that in general the teachers and students had respectful and supportive working relationships. Students were pleased that the refurbished Science and Technology building was almost completed and appreciated that they were going to gain the benefits of what is essentially a new building.

The students were proud to be students of McAuley Catholic Central school.

Teacher Satisfaction

Teachers express their satisfaction through their high percentage of attendance and commitment to the welfare of the school and their students. Teachers are willing to support school and community endeavours and they are proud to identify with the school even to the point of purchasing identifying clothing. During the colder months of the year illness and a lack of Relief Teachers meant that many teachers took classes well above the required number. The demonstration of goodwill allowed classes to proceed as usual and the collegial support for each other is a powerful statement of support for the school.

Section Ten: Financial Statement

Income

- Commonwealth Recurrent Grants (60.1%)
- Government Capital Grants (5.4%)
- State Recurrent Grants (17.8%)
- Fees and Private Income (8.4%)
- Other Capital Income (8.3%)

Expenditure

- Capital Expenditure (13.7%)
- Salaries and Related Expenses (69.3%)
- Non-Salary Expenses (17%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,107,715
Government Capital Grants ²	\$279,856
State Recurrent Grants ³	\$919,047
Fees and Private Income ⁴	\$435,021
Other Capital Income ⁵	\$430,478
Total Income	\$5,172,117

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$683,022
Salaries and Related Expenses ⁷	\$3,455,924
Non-Salary Expenses ⁸	\$846,592
Total Expenditure	\$4,985,538

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.