



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

McAULEY CATHOLIC CENTRAL SCHOOL

Tumut, NSW

2012 ANNUAL REPORT



SCHOOL CONTACT INFORMATION

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Rodney Little

PRINCIPAL

MESSAGE FROM OUR SCHOOL 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 such as assisting with the Riding for the Disabled, Meals on Wheels and visits to Blakeney Lodge, the local Aged Care facility.

Community Council Message

Our Vision Statement "Flowing Together through Faith and Learning", encapsulates the principles upon which our school operates: strong community links, Christian values, Parent/Teacher partnership and the Quality Teaching Framework. Our School Motto: Believe, Strive, Achieve, underpins the students' journey toward their potential. This year students from Kindergarten to Year 10 have been involved in establishing a Vegetable Garden and associated Worm Farm with the produce of the garden being consumed by the community. We are also very proud of being named Champion School at the Sydney Royal Easter Show in the Meat Bird Pair Carcase Competition.

Student Representative's 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 an 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.

SCHOOL FEATURES

McAuley is a Catholic Central School located in Tumut. The school caters for students in Kindergarten – Year 10, and has a current enrolment of 276 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 50% male and 50% female students; 3% indigenous students; and 2% Language Background other than English (LBOTE).

The school employs 31 staff comprising 24 teachers and 7 non-teaching staff, the latter being employed in a variety of capacities including Clerical, Canteen, Teacher Assistants, Cleaner/Groundspeople.

The school's website can be found at www.mcauleytumut.nsw.edu.au

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 for 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.

STUDENT ACHIEVEMENT - NAPLAN

Students in Years 3, 5, 7 and 9 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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.

School and National Mean Scale Scores

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	419	415	414	424	395
School	447.3	426.5	396.2	418.9	393.5

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	493	476	494	490	488
School	468	464.2	471.4	475.4	475.1

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	541	518	543	546	538
School	556.7	514.3	551.2	556.5	547.6

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	574	553	577	573	584
School	583.9	554.2	554.7	572.7	592.3

Proportion of students at or above the National Minimum Standard

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	94%	95%	94%	93%	94%
School	50%	60%	27%	40%	31%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	92%	92%	93%	90%	93%
School	23%	0%	14%	18%	27%

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	94%	90%	93%	95%	94%
School	32%	9%	23%	29%	29%

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	91%	82%	90%	90%	93%
School	28%	8%	8%	16%	28%

Proportion of students in each Achievement Band

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	32.3%	13.3%	20%	20%	12.5%
Band 5	18.8%	46.7%	6.7%	20%	18.8%
Band 4	25%	26.7%	33.3%	33.3%	31.3%
Band 3	12.5%	6.7%	20%	26.7%	25%
Band 2	12.5%	0%	20%	0%	12.5%
Band 1	0%	6.7%	0%	0%	0%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	9.1%	0%	4.5%	4.5%	13.6%
Band 7	13.6%	0%	9.1%	13.6%	18.2%
Band 6	22.7%	27.3%	36.4%	31.8%	18.2%
Band 5	22.7%	59.1%	27.3%	22.7%	22.7%
Band 4	10.2%	13.6%	18.2%	18.2%	27.3%
Band 3	13.6%	0%	4.5%	9.1%	4.5%

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9	5.9%	5.7%	5.7%	11.4%	11.8%
Band 8	26.5%	2.9%	17.1%	17.1%	17.6%
Band 7	38.2%	25.7%	42.9%	42.9%	20.6%
Band 6	17.6%	37.1%	22.9%	25.7%	41.2%
Band 5	11.8%	25.7%	11.4%	2.9%	8.8%
Band 4	0%	2.9%	0%	0%	0%

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	8%	4%	0%	8%	8%
Band 9	20%	4%	8%	8%	20%
Band 8	24%	32%	32%	24%	16%
Band 7	40%	24%	28%	36%	36%
Band 6	0%	28%	16%	24%	20%
Band 5	8%	8%	16%	0%	0%

The above tables show that our students would benefit from a focused approach to improved spelling across the curriculum from Stage 2 through to Stage 5, this effort should be encompassed within a context of writing, with specific attention being devoted to grammar and punctuation. The tables also reveal that in terms of numeracy close to a third of each year level were at or above the National Minimum Standard suggesting that significant attention to numeracy skills should be a developmental target.

SCHOOL POLICIES

Enrolment Policy

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website or on the Catholic Education Office website at <http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

All prospective enrolments and their parents are interviewed prior to any offer of a place being made.

Attendance Policy

McAuley Catholic Central School adheres to the Attendance at School (NSW) Policy of the Catholic Education Office, Canberra and Goulburn Archdiocese.

Student attendance is monitored in a register of attendance using the common code for attendance registers for all NSW schools. Procedure includes, recording daily absences, following up absences for explained or unexplained absence, notification of parents of student absence and transfer of unsatisfactory attendance information to student files. Documentation explaining student absence is retained.

The school also follows the procedures of Catholic Education Office, Canberra and Goulburn Archdiocese in regard to Exemption from Compulsory School Attendance.

Behaviour

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 children 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 Welfare Policy is available on the school website or from the Front Office.

Complaints and Grievances Resolution Policy

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.

STUDENT ACHIEVEMENT – Year 10 Certification

Our cohort of 16 students completed the Board of Studies requirements for Stage 5

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole staff days, subject specific in-services, meetings and conferences.

The school held 5 whole staff days in 2012. The content of these days included detailed analysis and the application of research based practical and theoretical knowledge of the pedagogies for Human Societies & Its Environment, Science (Kindergarten – Year 6) and specific Key Learning Areas (Year 7 – 10). The two overarching areas for development were to review new models of programing and redevelop or construct new assessment tasks based upon the principles of Quality Teaching. Teachers were released from teaching to work with peers and Consultants to use the Backward by Design model to ensure that students were supported to achieve success with new and redeveloped assessment tasks. The Performance Task – GRASPS- Group, Role, Audience, Situation/context, Product, Performance, Purpose, Standards and criteria for success guided the model for new assessment tasks. Contextual focus was addressed through linking the Understanding by Design model with the Quality Teaching Framework and the National Teaching Standards. Teachers and support staff were recertified to administer Cardio Pulmonary Resuscitation, Anaphylaxis and Emergency Asthma treatment.

Teacher Qualifications

All teachers are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2012 was 91%.

The teacher retention rate from 2011 to 2012 was 75%.

STUDENT ATTENDANCE

The average student attendance for the school during 2012 was 90%.

School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group

Kindergarten	92%
Year 1	89%
Year 2	92%

Year 3	88%
Year 4	94%
Year 5	93%
Year 6	93%
Year 7	88%
Year 8	84%
Year 9	93%
Year 10	92%

Student Pathways and Post-School Destinations

Each year the school collects destination data relating to the Year 10 student cohort. Two thirds of the cohort has gone to the local High School. The other students have gone to a variety of Boarding Schools.

PARENT, TEACHER AND STUDENT SATISFACTION

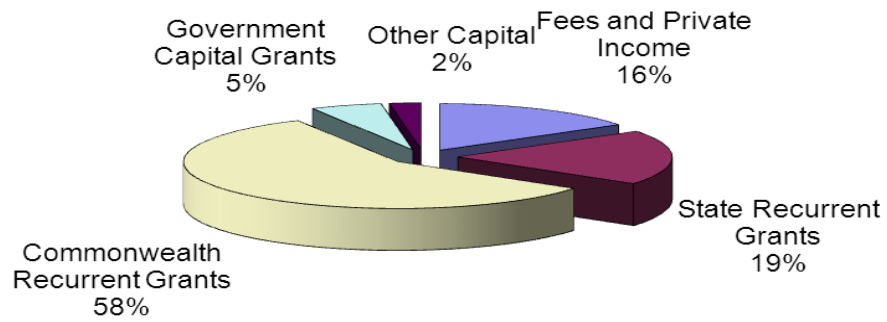
The satisfaction by the parent community is expressed through their willingness to support the school. One significant expression is our fee collection rate of 92%, as well as classroom assistance provided by volunteers and attendance at school functions. We provide a family environment which benefits from the presence of a wide cross-section of students, from age 5 to 17. A cross section of students was surveyed and a high percentage agreed or strongly agreed that the school is a caring environment where they are helped when they are having difficulties. Teachers express their satisfaction through their 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.

PRIORITIES AND TARGETS

Tactical Teaching Professional Development for the secondary teaching staff will continue together with the teachers from Sacred Heart Cootamundra. On the same day the primary teachers will begin their training on the first three modules of First Steps Reading. The remaining modules will be delivered at twilight session throughout the year. The LIFE learning platform will continue to be supported as a teaching tool. Teachers will have access to an iPad for familiarisation and to be used in the classroom. In response to NAPLAN analysis K-10 Spelling Agreed Practice will be reviewed with the view to focus attention on improving spelling across the school, and Learning Support staff will be trained in U can read Program to assist those Year 6 and Year 8 students identified. In support of the implementation of the National Curriculum the Backwards by Design process will be used to redevelop assessment tasks and teaching programs. We are developing a Year 7-10 Library skills program to enhance students research and production of academic works.

FINANCIAL INFORMATION

McAuley Tumut - Income



McAuley Tumut - Expenditure

