



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

McAULEY CATHOLIC CENTRAL SCHOOL

Iumut, NSW

2013 School Report to the Community



SCHOOL CONTACT INFORMATION

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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 with very supportive Pastoral Care which facilitates opportunities for an enhanced rapport between teachers and students. 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.

School 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. Students from Kindergarten to Year 10 have established a thriving Community Vegetable Garden and associated Worm Farm, the produce of which is consumed by the community. We have again been very successful 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, providing 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.

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 305 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 50.5% male and 49.5% female students; 4% indigenous students; and 1% with a Language Background other than English (LBOTE).

The school employs 33 staff comprising 23 teachers and 10 non-teaching staff, the latter being employed in a variety of capacities including clerical, canteen, teacher assistants, cleaner/grounds person.

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	416	411	428	397
School	432	437	405	420	386

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	502	478	494	501	486
School	511	484	496	498	481

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	540	517	549	535	542
School	558	510	556	534	545

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	580	554	583	573	584
School	602	599	588	597	594

Proportion of students at or above the National Minimum Standard

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	95%	95%	94%	95%	96%
School	93%	100%	99.%	93%	100%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	96%	92%	93%	95%	93%
School	94.%	100%	94.%	94%	88%

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	94%	89%	94%	91%	95%
School	97%	91%	97%	100%	97%

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	93%	83%	92%	88%	91%
School	97%	94%	97%	86%	94%

Proportion of students in each Achievement Band

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	39%	25%	18%	32%	4%
Band 5	21%	39%	25%	29%	29%
Band 4	11%	18%	29%	18%	25%

Band 3	11%	14%	14%	4%	29%
Band 2	11%	4%	7%	11%	14%
Band 1	7%	0%	7%	7%	0%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	18%	0%	6%	18%	0%
Band 7	18%	12%	23%	18%	18%
Band 6	41%	47%	29%	23%	53%
Band 5	12%	35%	29%	23%	12%
Band 4	6%	6%	6%	12%	6%
Band 3	6%	0%	6%	6%	12%

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9	3%	3%	9%	9%	9%
Band 8	34%	6%	23%	11%	20%
Band 7	40%	29%	40%	29%	25%
Band 6	20%	37%	17%	34%	37%
Band 5	0%	17%	9%	17%	6%
Band 4	3%	9%	3%	0%	3%

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	5%	8%	3%	5%	8%
Band 9	28%	8%	8%	15%	13%
Band 8	31%	23%	41%	23%	45%
Band 7	18%	38%	34%	36%	24%
Band 6	15%	18%	13%	5%	5%
Band 5	3%	5%	3%	15%	5%

The NAPLAN results show that the school is around or well above the national average in all areas of literacy and numeracy across Years 3, 5, 7 and 9, with a very high proportion of students at or above the National Minimum Standard.

Particularly strong areas include all aspects of literacy in Year 3, Year 5 Reading and Grammar & Punctuation, as well as Year 7 Spelling, Grammar & Punctuation and Numeracy, and Year 9 Writing and Numeracy.

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

Attendance at school is not optional and schools are accountable to the Government to monitor student attendance. Students are required to produce an explanatory note from a parent or guardian to be recorded as an explained absence in the Roll. Students need to apply for an exemption from school attendance for a known absence. The Principal may approve an extended absence of up to 100 days. More than this will require Catholic Education Office approval. Student absence is recorded on the Student School Report. Serious and unexplained absence will be reported to the authorities.

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, strategies are employed that respect the dignity of the individual and school. 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, including dignity and respect for themselves and others. 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 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.

PRIORITIES AND TARGETS

Listed below are the priority objectives as detailed in the McAuley 2014 Literacy and Numeracy Plan;

Numeracy Planning Objectives

- Imbed the GRR model in Mathematics with a focus on guided practice using practical hands-on activities to deepen students' knowledge and skills in Mathematical concepts.
- Support teacher pedagogical practice through mentoring.
- Use of GRASP tasks where possible to suit UBD programming practices.
- Secondary classes to be structured so that students are grouped on ability, needs and/or work habits so that strategic use of Learning Support may occur.
- Continue the analysis of SENA for K-2.
- Use of UBD practices & programming template for adjustments and extensions.
- To deepen staff understanding of PAT Maths through analysis of student raw scores using the PAT Maths student report.
- Greater use of Assessment For Learning Practices in teaching programs & practice.
- Use pre and post assessment data of students for units of work.
- Familiarise staff with the NSW syllabus-Mathematics K-10.
- Investigate the alignment of the NSW syllabus to the CEO Mathematics Framework (years K-6).
- Provision of Professional Learning in Di Seimen's foundational concepts and provide PL support through mentoring through
- To continue to implement the new Board of Studies (BOS) Mathematics curriculum.
- Secondary units of work (programs) to be written using UDB format.
- Enduring Understandings and Essential Questions to be displayed in classrooms.

Literacy Planning Objectives

- To improve student reading and comprehension of text. Particularly inferring and connecting of text
- To increase level of engagement with reading process, so that students want to read. (iRead program)
- Continued support for implementation of Tactical Teaching in programming.
- Use of GRASP tasks where possible to suit UBD programming practices.
- Continue the implementation of the UBD program and assessment practice for programming.
- Continue to support implementation of the Frist Steps Reading in programming and classroom practice.
- To seek solutions to enhance better learning environments for all students
- Training facilitators to deliver Write-On resource to fellow peers.
- To confirm all text forms are explicitly taught and reflected in assessment for writing.
- Improve the spelling results with all students across All KLA's
- To continue to implement the new BOS English curriculum
- To continue to implement and train staff in the diagnostic value of PAT R testing and Pat Maths tests.