



Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

# McAULEY CATHOLIC CENTRAL SCHOOL

Turner, NSW

## 2014 Annual Report



## SCHOOL CONTACT INFORMATION

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Principal:	Rodney Little
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This report was prepared by:

Rodney Little

PRINCIPAL

## MESSAGE FROM OUR SCHOOL COMMUNITY

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### **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.

### **School Council Message**

McAuley's Vision Statement 'Flowing Together through Faith and Learning', is symbolic of the local area and its river. The symbol of flowing water evokes images of life, journey, hope and confidence. Faith recognises the importance of God in our lives, learning affirms the experiences our students encounter during their preparation for today's world and the future. Our School motto – 'Believe, Strive, Achieve' encourages students to reach their full potential in mind, body and spirit within the Catholic context of our school.

### **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 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

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McAuley is a Catholic Central School located in Tumut. The school caters for students in Kindergarten – Year 10, and has a current enrolment of 325 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 172 male and 153 female students; 12 indigenous students; and 5 with a Language Background other than English (LBOTE).

The school employs 35 staff comprising 26 teachers and 9 non-teaching staff, the latter being employed in a variety of capacities including clerical, canteen, teacher assistants, cleaner/grounds person. No employees identify as Indigenous.

The school's website can be found at [www.mcauleytumut.nsw.edu.au](http://www.mcauleytumut.nsw.edu.au)

## RELIGIOUS EDUCATION

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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 Administrator 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 has a very close relationship with the parish and each month McAuley students and staff lead a weekend liturgy.

## STUDENT ACHIEVEMENT - NAPLAN

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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

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	419	402	412	426	402
<b>School</b>	438	441	471	461	419

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	501	468	498	504	487
<b>School</b>	490	479	485	468	464

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	546	512	545	544	546
<b>School</b>	534	498	533	536	535

<b>YEAR 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	580	550	582	574	588
<b>School</b>	586	538	590	579	594

### Proportion of students at or above the National Minimum Standard

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	94%	94%	93%	94%	95%
<b>School</b>	93%	80%	100%	93%	100%

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	93%	90%	93%	93%	93%
<b>School</b>	95%	95%	96%	86%	100%

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	95%	89%	93%	93%	95%
<b>School</b>	100%	90%	97%	97%	100%

<b>YEAR 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	92%	82%	90%	90%	94%
<b>School</b>	97%	79%	97%	94%	88%

### Proportion of students in each Achievement Band

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 6</b>	40%	20%	53%	40%	13%
<b>Band 5</b>	13%	47%	27%	27%	27%
<b>Band 4</b>	27%	20%	7%	20%	40%
<b>Band 3</b>	13%	7%	7%	0%	20%
<b>Band 2</b>	0%	7%	7%	7%	0%
<b>Band 1</b>	7%	0%	0%	7%	0%

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 8</b>	18%	5%	9%	14%	5%
<b>Band 7</b>	9%	5%	18%	14%	0%
<b>Band 6</b>	14%	32%	27%	23%	41%

<b>Band 5</b>	41%	55%	23%	18%	27%
<b>Band 4</b>	14%	0%	18%	18%	27%
<b>Band 3</b>	5%	5%	5%	14%	0%

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 9</b>	0%	3%	3%	3%	3%
<b>Band 8</b>	20%	10%	20%	13%	20%
<b>Band 7</b>	27%	10%	33%	43%	23%
<b>Band 6</b>	40%	50%	23%	27%	37%
<b>Band 5</b>	13%	17%	17%	10%	17%
<b>Band 4</b>	0%	10%	3%	3%	0%

<b>YEAR 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 10</b>	9%	3%	9%	6%	6%
<b>Band 9</b>	9%	9%	9%	15%	15%
<b>Band 8</b>	33%	9%	36%	30%	39%
<b>Band 7</b>	33%	33%	24%	15%	27%
<b>Band 6</b>	12%	24%	18%	27%	12%
<b>Band 5</b>	3%	21%	3%	6%	0%

The above tables show that 100 % of all students in Years 3, 5, 7 and Year 9 (88% ) are at or greater than the National minimum standard for the domain of Mathematics. 93% students across all year levels are at or greater than the National minimum standard for the domain of Reading. Reading was generally well represented in the top to middle bands across all year levels. Writing was well represented in the top two bands in Year 3 (67%) and 93% of all students across all year levels are at or greater than the National minimum standard in the domain of Spelling. There is a need for further improvement in Grammar and Punctuation.

## SCHOOL POLICIES

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### **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 families are interviewed by the Principal or Assistant Principal prior to any offer of a place.

### **Attendance Policy**

Attendance at school is mandatory and schools are accountable to the Government to monitor student attendance. Students are required to produce an explanatory note from a parent or guardian if they are away. 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. Student absence is recorded on the Student School Report. Serious and unexplained absence will be reported to the authorities.

### **Pastoral Care 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. The underlying approach to student management is based on Restorative Justice. 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.

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.

### **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**

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### **Technology in the Classroom**

McAuley Catholic Central School undertook a School Improvement Project to determine the best ways to access, integrate and use technology in the classroom through the Bring Your Own Device (BYOD) use of iPads. The decision was made to trial BYOD use for Year 10. Some results of the trial indicate that students are involved in their learning and are working more independently. The use of BYOD devices has also allowed for greater learning differentiation in the classroom, as well as students having more control over their own learning. As a result of the trial, the school is developing plans to implement BYOD technology across Years 7 - 10, with the possibility of moving into Years 5 and 6.

### **Social Action and Justice**

Staff at McAuley have created a scope and sequence to support age-appropriate involvement in social action and justice through the SRC leadership. This has seen a continuation of programs to provide opportunities for students to participate in social action through community involvement in St Vincent de Paul Society, Riding for the Disabled, Meals on Wheels and Blakeney Lodge Aged Care Facility.

## **Professional Learning and Development**

The Teacher Performance and Development Cycle continues to be implemented with teachers basing their goals and Professional Learning around the Australian Professional Standards for Teachers. The professional learning of staff has been, and will continue to be, connected to teacher professional goal setting and review, linked with the Standards to promote teacher quality as a key driver for change in the school.

## **Student Wellbeing and Pastoral Care**

The complex area of human interaction requires flexibility and continued review, development and implementation. Significantly, we have concentrated on realistically incorporating Restorative Practices into everyday interactions at the school.

## **Curriculum**

Numeracy: Staff at McAuley have embedded the *Gradual Release of Responsibility* model in Mathematics with a focus on guided practice using practical hands-on activities to deepen students knowledge and skills in Mathematical concepts. Associated with this focus is a program of supporting teacher pedagogical practices through targeted mentoring. Staff use *GRASP* (Rich) tasks where possible to suit *Understanding by Design* programming practices, and embed the use of these practices in their teaching. The school has also implemented 'Assessment for Learning' principles into professional learning.

Literacy: The focus has been on improving student reading and comprehension of text. This approach has concentrated on inferring and connecting text, increasing the level of engagement with the reading process, and a continuation the *iRead* project across Years 7-10. The school has continued support for the *Tactical Teaching* approach to programming and *First Steps Reading* in programming and classroom practice. To complement these programs, the school has trained facilitators to deliver *Write-On* resources to all teachers to ensure all text forms are explicitly taught and reflected in assessment for writing.

## **Partnerships and Relationships**

The school has concentrated on providing a more welcoming and inclusive school through displays in office areas, more signage for directions, more positive visuals for the community as they drive past school and parent feedback channels. We have also emphasised involving the SRC at points of contact with parents, surveying parents on the website to gauge feedback about ideas for our school, as well as obtaining important feedback from students and families about orientation processes.

## **PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS**

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### **Professional Learning**

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

The school held 4 whole staff days and 4 Twilight Sessions in 2014. The content of these days was as follows:



### Spirituality –

- Making Jesus Real (MJR), a program that uses everyday encounters and language to encourage students to treat all with dignity and respect.

### Staff Planning Day-

- Review of Staff Handbook, Code of Conduct, Acceptable Internet Use and New Australian Curriculum implementation.

### Restorative Practice –

- Develop an understanding of Restorative Practice, develop a restorative practice framework and examine ways to integrate restorative processes into daily teaching.

### Policy Development –

- Review and update Student Welfare Policy
- Review Agreed Practice across K - 6 and 7 - 10 including shared planning time for implementation of NSW National Curriculum.

### Twilight 1 –

- Teaching and Learning Core Document review using Program Builder and Understanding by Design (UBD) template.

### Twilight 2-

- Restorative Practice – Facilitated discussion around the explicit application of theory to daily teacher practice and identification of changes needed in existing systems and processes.

### Twilight 3 –

- K - 6 explored Philosophy of Teaching and drafted Agreed Practice, Years 7 - 10 further reviewed and amended the Student Welfare Policy and worked with the Write On Document developed by the Diocese.

### Twilight 4 –

- Implementation of new Australian Curriculum for 2015, discussion of Annual Improvement plan, development of K - 6 Science units,

## **Teacher Qualifications**

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

## **TEACHER ATTENDANCE AND RETENTION**

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The average teacher attendance rate during 2014 was 92%.

The teacher retention rate from 2013 to 2014 was 80%.

## **STUDENT ATTENDANCE**

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The average student attendance for the school during 2014 was 93%.

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

**Attendance rates by Year group**

Kindergarten	94%
Year 1	96%
Year 2	94%
Year 3	95%

Year 4	92%
Year 5	92%
Year 6	93%
Year 7	91%
Year 8	90%
Year 9	90%
Year 10	92%

### Student Pathways and Post-School Destinations

Each year the school collects destination data relating to the Year 10 student cohort. The great majority went to the local State High School; several to TAFE and the remainder went to Boarding Schools in Wagga Wagga, Albury and Sydney.

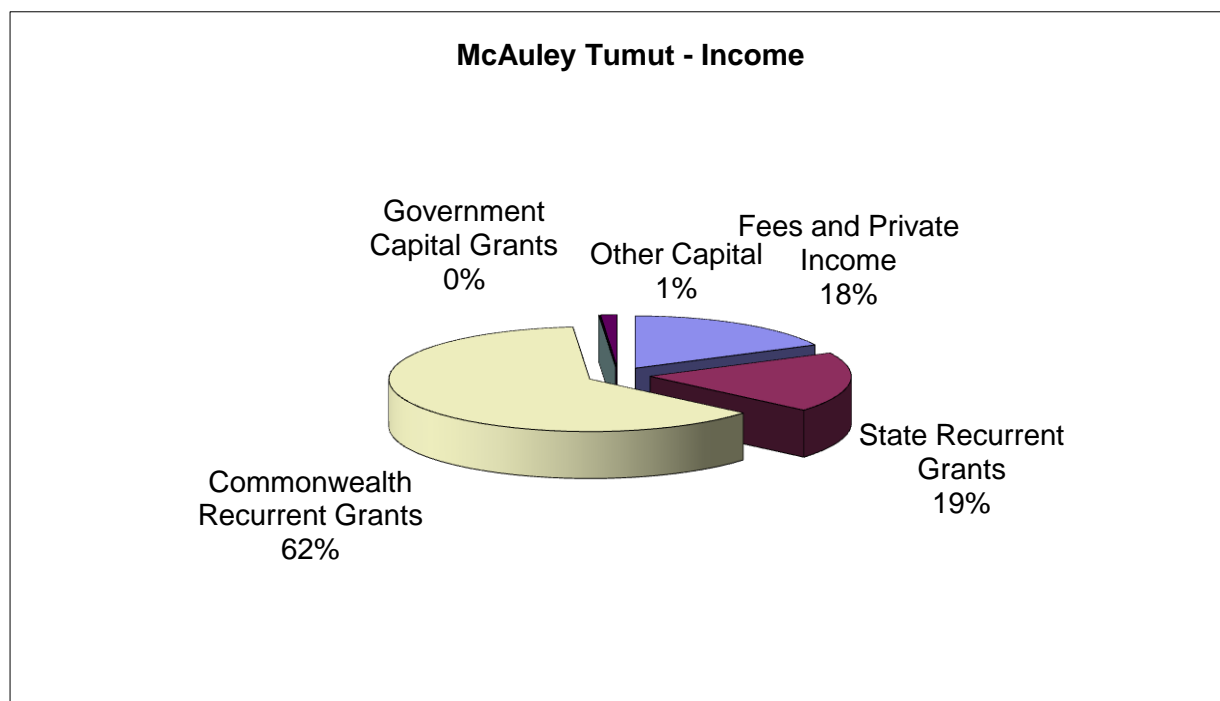
### PARENT, TEACHER AND STUDENT SATISFACTION

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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. We provide a family environment which benefits from the presence of a wide cross-section of students, from age 5 to 16. A selection of students 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 high percentage of attendance and commitment to the welfare of the school and their students.

### FINANCIAL INFORMATION

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### McAuley Tumut - Expenditure

