



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

McAULEY CATHOLIC CENTRAL SCHOOL

Tumut, NSW

2014 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, 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

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

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 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 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	402	412	426	402
School	438	441	471	461	419

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	501	468	498	504	487
School	490	479	485	468	464

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	546	512	545	544	546
School	534	498	533	536	535

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	580	550	582	574	588
School	586	538	590	579	594

Proportion of students at or above the National Minimum Standard

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	94%	94%	93%	94%	95%
School	93%	80%	100%	93%	100%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	93%	90%	93%	93%	93%
School	95%	95%	96%	86%	100%

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	95%	89%	93%	93%	95%
School	100%	90%	97%	97%	100%

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	92%	82%	90%	90%	94%
School	97%	79%	97%	94%	88%

Proportion of students in each Achievement Band

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

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	18%	5%	9%	14%	5%
Band 7	9%	5%	18%	14%	0%
Band 6	14%	32%	27%	23%	41%
Band 5	41%	55%	23%	18%	27%
Band 4	14%	0%	18%	18%	27%
Band 3	5%	5%	5%	14%	0%

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

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	9%	3%	9%	6%	6%
Band 9	9%	9%	9%	15%	15%
Band 8	33%	9%	36%	30%	39%
Band 7	33%	33%	24%	15%	27%
Band 6	12%	24%	18%	27%	12%
Band 5	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 minimum standard for the domain of Mathematics. 93% students across all year levels are at or greater than 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%) whilst Years 5 & 7 were generally represented in the middle bands. Ninety three % of all students across all year levels are at or greater than the minimum standard in the domain of Spelling. There is a need for further improvement in Grammar and Punctuation.

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 by the Principal or Assistant Principal 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. 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

Technology in the Classroom

Using staffing provided by the Catholic Education Office, the 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 include students being more actively 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, Blakeney Lodge Aged Care Facility etc.

Professional Learning and Development

The Teacher Performance and Development Cycle continues to be implemented leading to teachers being confident in basing their goals and Professional Development around the Australian Professional Standards for Teachers. To complement this, the professional learning of staff has been, and will continue to be, connected to teacher professional goal setting and review, linking 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 and programming template for adjustments and extensions to learning. 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 also 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 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.