

2023

St Benedict's Primary School

About this report

St Mary's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is my privilege to present to you the 2023 Annual Report for St Mary's Catholic Primary School, Edgeworth. The purpose of the report is to notify parents and other readers of the nature of the school and its role within the Diocesan System of Schools.

St Mary's is a Catholic Co-educational, Kindergarten – Year 6 Systemic School in the Diocese of Maitland-Newcastle. We acknowledge that our school is on the country of the Awabakal people. We pay respect to their tribal elders; past present and future. We celebrate their continuing culture and commit to walk gently on their land.

As a Catholic school community, we actively aim to express Catholic values throughout the curriculum and

Principal and Assistant Principal attends meetings to collaborate with parents as we seek to represent the best interests of the students, parents and staff.

The P&F meetings provide an open forum for all parents and members of the local community to share in the strategic direction of the school's continuous improvement and to make suggestions for the continued development of the school and its facilities.

Close collaboration between the P&F committee and the school executive team ensures that a healthy partnership exists that provides valuable and beneficial support to the children and staff. It is a working partnership and a relationship of which we are proud.

We acknowledge the announcement from the Catholic Schools Office, in October 2022 that all schools will be transitioning to Parent Engagement model to be known as FACE (Family and Community Engagement) by 2025. Whilst currently maintaining our P & F, our proactive and positive transition to this model will be a focus in 2023.

Student Body Message

The school leaders head the student school leadership team and carry out various civic responsibilities such as conducting assemblies, attending official functions that includes a local ANZAC DAY service and Kindergarten Orientation mornings and welcoming visitors. The leaders are supported by the Active Lifestyle, Environmental, Service, Social and Safety Leaders. Together the student leadership team form a Student Parliament attended by all Senior students to discuss student initiatives and navigate the student events and interactions throughout the year. The Leaders of Parliament meet with School Executive to collectively share, plan and implement appropriate initiatives from the Student parliament.

School Features

St Benedict's Primary School opened on Awabakal land in 1962 and was staffed by Sister Cabini and Sister Anne Mary of the Sisters of St Joseph, Lochinvar. Over sixty children were housed in four wooden buildings. As the area developed, the school population increased and the school grew with the area.

St Benedict's Primary School is a co-educational Catholic Primary School. It is part of the Maitland-Newcastle Diocese within the metropolitan location of Edgeworth, New South Wales. Edgeworth is a suburb of Lake Macquarie, New South Wales, Australia, located 18kms west of Newcastle's central business district. It is part of the City

Student Profile

Student Enrolment

The School caters for students in Years K - 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023: Additional information can be

i

i

i

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	45
Number of full time teaching staff	13
Number of part time teaching staff	15
Number of non-teaching staff	17

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 107
- Provisional 69
- Proficient 1887
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, imple14.61TJETBT/F3 11/F3

Summary of professional learning at this school

Friday 27th January - Staff Induction and Governance Paperwork + School Identity - aligning Mission, vision, values and school fi

Monday 30th January - School Improvement plan, Professional Learning PPD preparation - initial goal setting for whole school and PLTs. Using One Note for Communication Using SharePoint to store school

Monday 24th April - Improving Learning in A
Approaches to student-centred structured-inquiry teaching - focusing on A balanced approach to teaching mathematics.

Monday 17th July - Learning for Justice; Empowering through Education - a day exploring the context for indigenous Australians including the current Closing the Gap data, school data, issues with the voice referendum, and stories of indigenous staff within our

Friday 15th September - Staff Formation; Social Teachings - reflect on the nature and purpose of the social teachings of the Catholic and how they inform and guide not only our social justice action, but the passionate call to act justly and participate in building ; Kingdom in the here and

Monday 18th and Tuesday 19th December - CPR and Emergency Care Training.

Collaborative Inquiry Cycle on Quality Feedback and Goal Setting

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic Education Office Diocesan Vision Statement, 2016)

As a Parish school grounded in its Josephite beginning, all members live by the vision statement : Aspiring to be people of faith, courage and examples of justice for all. At St Mary's we will live our mission every

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Every teacher uses the NSW syllabus to plan their teaching and learning sequences. They follow the SBE scope and sequence for each KLA and the whole school assessment schedule. Kindergarten to Year 2 classes implement the InitialLit program in English.

All teachers in K-6 have now been provided with Professional Learning opportunities unpacking and understanding the new K-6 English and Mathematics syllabus in readiness for full implementation in 2024.

Teachers adjust their teaching and learning programs in consultation with the Learning Support Teacher as outlined in their Personal Development Plans.

In line with the Catholic Schools Office initiative, Leading, Learning, Collaborative, we continued the year unpacking the Assessment Waterfall including a deep dive into the impact of quality feedback to develop assessment capable learners.

The main focus of the year was to have all teachers successfully use Assessment Rubrics to drive quality feedback and inform student goal setting for English and Mathematics by the end of the year. The professional learning was provided around this, as well as in class support from the pedagogical mentor and lead teacher.

In the second half of the year, there was a specific focus on the nature of the gifted and high achieving learner. Initially the focus was developing a deep understanding of our learners and the identification tools that can be applied to have them supported in the classroom. The data we drew from the identification process gave considerable clarity to the students who can be best supported through the differentiated instruction and benefit from the work of Michela McDowell in "developing Expert Learners". The work in this area will continue into the next year.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the 'general capability' performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The 'general capability' result exceeds expectations at the time of testing.
- Strong: The 'general capability' result meets challenging but reasonable expectations at the time of testing.
- Developing: The 'general capability' result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The 'general capability' result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Mary's

		2023	
		Exceeding	Strong
Year	3		
	5		
	7		
	9		
	Total		

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	68%	64%
	Reading	80%	74%
	Writing	56%	66%
	Spelling	71%	69%
	Numeracy	68%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

.

.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension](#),

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. 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. CSO monitors the implementation of this policy.

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Catholic Identity - Catholic Identity that includes the vision, mission, motto, emblem, and values continue to be integrated into learning, wellbeing and PBL and demonstrate a non negotiable commitment to this across all areas of our gWcc

Leading Learning Collaborative/ Assessment Capable Learners! The use of bump it up walls and rubrics to inform Quality Feedback and Goal Setting is established and students are developing capacity to be assessment capable YUfbYfg

Partners in Learning - Opportunities for parents and t.99srs ao

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. In 2023, the school has made a committed effort to greater levels of communication, consultation with key school initiatives and updates on work being done in the area of learning and teaching.

In the 2023 Tell Them from Me survey conducted in September, the school tracked positive growth in Parent feedback when asked to consider the school as inclusive, safe, welcoming, supportive of positive behaviours and learning and communicating well with parents. Qualitative feedback indicated that parents were benefiting from the new communication format and regular updates via COMPASS. They did indicate that the Reporting of Student learning needs further discussion to be more proactive across the year and inclusive of parent voice. This fed one of the key goals in 2023 which we have since enacted. We have tracked an increase in Parent take up of opportunities to meet to discuss student learning from 35% to 78% from 2022 to 2023.

Student satisfaction

Student data in the TTFM survey also indicated positive trends in the student's perception of feeling safe at school, their experiences of bullying and witnessing positive behaviours at school. Student data indicated they wanted a greater voice in the school; wishing to contribute ideas and solutions to some of the different challenges within the school.

The Student Leadership now encompasses a Student Parliament with up to 20 students with leadership portfolios across all areas of school life and all Year 6 students being part of the Parliament. The launch of the Parliament in 2023 and the students responded positively to the challenges within the student parliament. They now very clearly identify Student Voice within the school and can identify how it is modelled within Parliament.

The school will seek to establish regular survey contacts with students throughout the 2024 year to gain ongoing clarity of student voice.

Teacher satisfaction

2023 was a strong year for teacher commitment to Professional Performance and Development Plan and Teacher Accreditation. There was very minimal turn over on staff reflecting an investment from the staff team to this school across years .

Staff morale remained reasonably high through the various time and work pressure experienced across the year and ongoing streamlining of the delivery of PL and communication allowed for meeting times to be balanced between a focus on PLT and CMM priorities as it and actual PL linked to the Strategic Plan.

All staff were confident in the completion of their PP&D for the year and were able to confidently align their PL to their actions and to the whole school strategic plan.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$3,776,019
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,054,267
Fees and Private Income ⁴	\$808,289
Interest Subsidy Grants	\$2,025
Other Capital Income ⁵	\$304,194
Total Income	\$5,944,794

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$62,508

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

END OF 2023 REPORT