



CATHOLIC EDUCATION
WILCANNIA-FORBES

2022

ANNUAL SCHOOL REPORT



St Mary's Parish School

436 Moppett St, HAY 2711

Principal: Mr Vincent Campbell

Web: www.wf.catholic.edu.au/schools/hay/

About this report

St Mary's Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

The 2022 Annual Report highlights the initiatives and achievements that have taken place at St Mary's during another busy and eventful year.

As a Catholic School firmly rooted in the charism of Nano Nagle and the Presentation Sisters, St Mary's seeks to be a place where the spiritual dimension of each child is gently nurtured and where children are provided with opportunities to experience the richness of our Catholic faith tradition. Central to this is the focus on key Gospel values of prayer, gratitude, kindness, hope, love and forgiveness. St Mary's families come from a range of faith beliefs and the school seeks to develop in everyone a sense of awe and wonder in God's creation and an encouragement to follow the Gospel teachings of Jesus within a respectful and loving Catholic school.

St Mary's continues to enjoy a strong reputation within the local community and is a very happy and family-oriented school. Throughout 2022 St Mary's engaged in a number of significant initiatives to showcase the work we do here, engaging positively within the school and wider Hay community with a focus on increasing school enrolments.

Building on the good work of 2021, school staff continued to place an intentional focus on each student's wellbeing with an emphasis on highlighting each child's individual character strengths. Our small numbers have meant that each child has been challenged in deep learning tasks with opportunities to reach her and his full learning potential.

Parent Body Message

2022 has been a celebrated year for St Mary's from a parent's perspective. Following a couple of years when we couldn't access school and school-related activities due to covid, this year after restrictions had eased, we have been able to attend events and share in our children's school life.

It was exciting to begin the year with two new young teachers employed and joining the St Mary's staff. The entire staff have continued to establish and build relationships with parents and work to benefit the education and well-being of our children. The way the staff know each and every child and their gifts and needs is what is special about St Mary's. The teachers and staff are always available for a discussion regarding our children and their learning.

Events that we have been invited to this year include; St Patrick's Day BBQ, Harmony Day, Mother's Day, Father's Day, sports carnivals, (a highlight being the parent/student/teacher

100m sprint race), Masses and First Nations events scattered throughout the year. We are so very fortunate to have a diverse school community and this diversity has created a school family enriched by cultures from around the world. The events at St Mary's have always been inclusive and welcoming to all people in our school family and the wider Hay community.

St Mary's has continued to communicate with families by using newsletters, Compass messages and emails, parent-teacher interviews and social media platforms. Some of these methods are more successful than others.

There have been various projects throughout the year that have relied on parent volunteering to ensure the events' success; Athletics Carnival, Hay Luminate Markets, Mini National Markets, the building of the Cultural Garden and the annual Christmas Tree Fete being some of the most significant. We are fortunate to have some parents who regularly volunteer and attend events to support staff. The annual Christmas Tree Fete involved a small band of volunteers, parents, friends and staff who were able to coordinate the major fundraiser which will allocate funding resources for the 2023 school year and ensure that our small school has a great start to the new year.

Our school remains in the recovery phase following a large number of enrollments being lost over the last few years. The School Principal has been instrumental in the recovery and positive portrayal of the school in the community. I believe that with the significant support of the Wilcannia-Forbes Catholic Education Office, the enthusiasm and energy of our new principal James Moran, who has already been to St Mary's on two occasions, and the appointment of a strong teaching team, we will be able to continue rebuilding our school which has been in existence since 1883.

Student Body Message

2022 has had a huge impact on the students at St Mary's School. During this year our Years 5 and 6 students went on an excursion to Ballarat and Bendigo. There have also been whole school excursions to Sandhills Artefacts at Narrandera and to Altina Wildlife Park. As well as this we had a First Nations Artist in Residence program.

A highlight of our visit to Ballarat was when we went gold-panning and had an 'all you can eat' experience at Pizza Hut. We loved the visit to Sandhills Artefacts and learnt so much about Aboriginal culture and life in the bush.

We were very lucky to have a First Nations artist visit our school for a few days and let everyone in our community join in and help to create an amazing Aboriginal artwork which is placed in our new cultural garden.

Being a small school we have had many opportunities such as attending ceremonies for Remembrance Day and ANZAC Day. We have enjoyed a variety of sports and athletics carnivals as well as participating in the local CWA public speaking competition and the

national Rotary Peace Prize Essay competition. St Mary's School will always have a special place in our hearts.

School Features

St Mary's Parish School is a Catholic systemic co-educational school located in Hay. St Mary's Parish School was established in 1883 by the Presentation Sisters whose founder was Nano Nagle. It was the first school established in Australia by the Presentation order after arriving from Ireland. The charism of the Presentation order is evident in the school and we continue to be inspired by the life of Nano Nagle and the way she followed the Gospel messages of Jesus. Presently the School caters for students in Kindergarten to Year 6, and has a current enrolment of 26 students, organised in three classes, K/1; 2/3/4 and 5/6. The school continues to promote itself within the broader community through its updated website and a strong social media presence as it seeks to increase its enrolments.

The St Mary's Parish School motto "Deeds Not Words Only" is emphasised each day as we pray the school prayer and each community member is encouraged to live out our motto through the acts of kindness, compassion and love in the spirit of Jesus and of Nano Nagle. St Mary's enjoys a strong connection with the local St Fergal's Parish, with staff, students and families, participating in school Masses and with students being given the opportunity to participate in the sacramental programs of Reconciliation, Eucharist and Confirmation. Parish Priest, Fr Paul Newton, works closely with staff at the school and is always a strong and positive presence within the school community as well as the wider Hay town community where his outreach and positive engagement in a range of areas is very positively received. Fr Paul's work has the benefit of providing great support and encouragement for the work of the school.

St Mary's enjoys a strong connection with the local community and regularly participates in activities with local organisations and with other Catholic Schools within the Wilcannia Forbes Diocese. This year students participated in Swimming, Cross Country and Athletics carnivals with other Catholic Schools within our cluster. In 2022 St Mary's entered a representative for the NSW State Catholic Swimming Championships. Also one of our students achieved Diocesan representative honours in tennis.

Despite the challenges of the global pandemic, life at school proceeded in a relatively normal way with the school implementing a range of Covid-safe measures in order to keep the community safe and healthy.

A big project for 2022 was the construction of the school's First Nations Cultural Garden. This project engaged many people, groups and organisations within the Hay and wider community and culminated in a ceremonial opening and blessing of the garden with the Bishop of Wilcannia Forbes. This event was very well received within the community.

Student Profile

Student Enrolment

St Mary's Parish 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 2022:

Girls	Boys	LBOTE*	Total Students
18	8	0	26

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 86.37%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
81.80	87.90	84.80	83.80	92.30	89.40	84.60

Managing Student Non-Attendance

Regular attendance at St Mary's Parish School is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from School are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Director of Catholic Education or designated Catholic Education Wilcannia-Forbes Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	9
Number of full time teaching staff	3
Number of part time teaching staff	2
Number of non-teaching staff	4

Total number of teaching staff by NESA category

Teachers at St Mary's Parish 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 9 teachers
- Provisional 15 teachers
- Proficient 217 teachers

Additionally, there are approximately 3 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 Education Office (CEO).

St Mary's Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

Summary of professional learning at this school

Staff Development Days 2022

Day 1:

- Early Literacy Project
- SALT Compliance

Day 2:

- DIBELS Training (Literacy)

Day 3:

- DIBELS Training (Literacy)

Day 4:

- Early Literacy Project

Day 5:

- Religious Education: Staff Spirituality and Educating In Christ.

Day 6:

- Mathematics

Catholic Identity and Mission

Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Mary's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Within the Wilcannia Forbes diocese, our Bishop has a clear sense of vision and purpose for diocesan schools as they seek to live out their mission. Within this context, St Mary's engages in processes to reflect upon and revitalise its mission and strengthen the religious life of members of the school community.

The school follows the diocesan Educating In Christ curriculum as authorised by the Wilcannia Forbes Catholic Education Office and the Bishop.

Further information about the Diocesan Religious Education curriculum can be accessed at the Educating in Christ site on the Wilcannia Forbes Catholic Education Office website.

Religious Education

Lessons in Religious Education occur three times throughout the week and follow the program detailed in the Educating in Christ curriculum. All classroom teachers are accredited to teach Religion in the school.

Professional Development continues to be built into the teaching, learning and culture of the school and the school is greatly supported in this by the Principal, the Religious Education Coordinator and the education officers who comprise the Wilcannia Forbes Religious Education Team.

Mission and Outreach

The school's approach towards mission and outreach extends towards others, including the St Vincent de Paul Christmas and Winter Appeals, Project Compassion etc.

School Prayer and Values

The St Mary's school prayer is recited each day at morning assembly and is a call to everyone in the community to place an intentional focus on the school motto, 'Deeds not

words only.' This message is emphasised daily and expressed symbolically in the way that assembly awards are presented to students who embody this.

Masses and Liturgical Celebrations

During 2022, all classes participated in the Beginning of Year Mass as well as masses celebrating the feast days of St Patrick and St Mary McKillop. The whole school participated in an End of Year mass.

Significant liturgical celebrations in 2022 included the presentation of a Holy Week and Easter liturgy and the celebration of the Christmas Nativity at the Hay Community Carols By Candlelight organised by the St Fergal's parish and the school.

Relationship to Parish of St Fergal's

The sacramental life of the school continues to flourish thanks to the strong partnership between the school and the parish priest who took on the role of Religious Education Coordinator in 2022. The involvement of our parish priest in the faith formation of staff and students is a highlight of the school.

Curriculum, Learning and Teaching

St Mary's Parish 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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Mary's Parish School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

St Mary's Primary Curriculum is taught following the NESA syllabus and is enhanced by the systematic gathering, analysing and interpreting of data to accurately identify students learning needs. This has had a significant impact on the teaching strategies adopted by teachers to meet the learning needs of individual children. Clear, achievable goals address the needs of each student and are supported by realistic adjustments. Teachers prioritise the progressive development of students' deep understanding of concepts, principles and big ideas within learning areas as well as the ongoing development of general capabilities, particularly critical and creative thinking, problem-solving and teamwork.

A range of assessment tools are used including PAT, Sound Waves MAI, Think Mentals, Bit Maths, PM Benchmarking, whole school writing tasks and ongoing formative assessment. Teachers review, analyse and update data regularly on the reading and writing data walls. The MAI Data Wall is also updated at the beginning of each year and used to identify areas where students need to be extended and supported. Teaching staff have participated in whole school moderation of writing samples; these have been used to create a Grammar and Punctuation Data Wall. Teachers use ongoing formative assessment and review, analyse and update data regularly. The effectiveness and capacity for teachers to know and respond to the data has impacted on improved teaching programs and practice and increased student engagement and growth in learning outcomes.

A major focus in 2022 was engaging staff in professional learning through the Early Literacy Project. Staff engaged in professional learning facilitated by the CEWF Education Officer. Professional readings, staff meetings, modelled lessons and a variety of resources supported staff to modify and improve their teaching practice. the CEWF Education Officer was able to demonstrate how this could be implemented using.

Our Literacy Instructional Leader (LIL) and Numeracy Instructional Leader (NIL) Teacher and Additional Needs Teacher continue to work collaboratively with classroom teachers,

supporting them in identifying, sharing and striving for improved practice in English and Mathematics. They also work closely with students in small group Tiers 1 and 2 intervention literacy and numeracy programs.

The Extending Mathematical Understanding (EMU) specialist teacher supports students who need additional support in mathematics by working in collaboration with class teachers and small targeted groups of students supporting them in their learning.

The following programs and strategies have strengthened quality learning opportunities for students at St Mary's:

- support for students with a range of additional needs including personalised plans and case-management conferences.
- targeted literacy and numeracy support for individual students.
- provision of specialist programs in swimming and tennis provided through Sporting Schools grants.

Despite the school not having a dedicated Aboriginal Education Worker (AEW) in 2022, there was a strong focus on raising awareness and understanding of First Nations culture throughout 2022 with a number of significant projects and initiatives including:

- Development of a First Nations Cultural Garden.
- Use of Local Solutions Funding to develop an 'Artist in Residence' program with First Nations artist, Owen Lyons, to enable the school and local Hay community to work together on the creation of a mural for the garden.
- Partnership with Riverina Local Land Services and Petaurus Education Group to work with students and staff on raising awareness and understanding of First Nations culture, Landcare and biodiversity.
- Excursion to Sandhills Artefacts to further increase understanding and appreciation of First Nations culture.
- Incursion, hosting First Nations storyteller, providing an opportunity for deeper cultural understanding and appreciation of a range of topics including dance and fire-making.
- Production of a published Book, 'St Mary's Parish School Cultural Garden,' detailing the scope of learning in First Nations culture throughout 2022.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN at St Mary's Parish School for 2022 is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top two bands are reported in the table.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	0%	52%	0%	12%
	Reading	0%	54%	0%	11%
	Writing	0%	50%	0%	7%
	Spelling	100%	48%	0%	15%
	Numeracy	0%	34%	0%	15%

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	25%	31%	25%	14%
	Reading	50%	39%	0%	11%
	Writing	25%	25%	25%	18%
	Spelling	50%	37%	25%	14%
	Numeracy	25%	25%	0%	16%

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 Wellbeing and Pastoral Care Policy 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.

Further information about this and other related policies may be obtained from the CEWF website or by contacting the Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2022 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Initiatives promoting respect and responsibility

At St Mary's there is an intentional focus on the promotion of Wellbeing as the key foundational building block for the creation of high-quality learning experiences. This focus on 'Wellbeing at the heart of Learning' is promoted within the school community in a range of ways including:

- Invitation to parents at the start of the year to write a letter, 'My Child at his/her best,' to their child's teacher, focusing on their child's strengths.

- Staff professional training in the recognition of character strengths within themselves, their colleagues and their students and how to build a classroom and schoolwide culture around character strengths.
- The intentional focus throughout 2022 on introducing and developing a new character strength every two weeks at a whole school assembly.
- Raising awareness and understanding of whole school character strength focus through the weekly school newsletter, the new school website, the active Facebook social media posts and the Termly reports.
- End of Year School Awards Night Presentation where each child is awarded a certificate with a citation around an individual character strength.
- A whole school daily focus on the particular strengths of Gratitude and Kindness which are communicated each day by the principal.
- The use of Gratitude Journals across the whole school where children express thankfulness and appreciation for the good things in their lives.
- The weekly Friday Peer Support activities, where children learn to cooperate and work as a team in multi-age groups on a range of engaging activities that focus on strength building.
- The weekly Buddy System where the Years 5 and 6 students engage positively with the Kindergarten and Year 1 students.
- The implementation of the online 'Greatfulness' mental-health and wellbeing initiative focusing on providing students with a range of self-care strategies to help them build their own wellbeing.
- Participation by older students in online webinars focused on wellbeing and resilience.
- Participation by Year 6 students in Transition to High School program.
- Participation in a range of whole-school outreach initiatives including Project Compassion and Catholic Mission.
- Participation in key national, state and local events including the Peace Pole ceremony in recognition of International Peace Day; ANZAC and Remembrance Day; 200 Years of Catholic Schools celebrations.
- Participation in a range of whole-school engagement activities including the Potato Olympics; Socktober and Sock ball shoot-out; Melbourne Cup and Disco celebrations.

School Improvement

The focus for St Mary's Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Mary's Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

Key Improvements Achieved

Annual School Priority One for 2022:

To further the goal of bringing students into closer intimacy with Christ, by continuing to implement Educating in Christ, with emphasis on moral formation and teaching to pray.

Reason for priority 1:

- Continue in the implementation of the new Diocesan Religious Education Curriculum: Educating in Christ.

Steps taken to achieve priority 1:

- designated and prepared learning spaces and timetables for Religious Education within our school.
- Ensured that all staff members received appropriate support in understanding the methodology underpinning Educating in Christ.
- Designated time at staff meetings for discussions and reflections in regard to the implementation of Educating in Christ.
- Allocation of one Professional Learning Day for staff on Educating in Christ.

Status of priority 1:

- Achieved, with continued implementation and professional development planned for 2023.

Annual School Priority Two for 2022:

St Mary's Parish School, Hay, will engage with the AISNSW Early Literacy Project and the CEWF Education Officers (ELP Team) to know the most effective way to teach all students to read. The program targets high-impact, evidence-based teaching strategies to improve reading skills and growth.

Reasons for Priority 2:

- The aim is to enable and empower all teachers, using extensive meta-analyses of the empirical evidence through international research, to inform, know, implement and embed deep pedagogical practices in;
1. How to teach Reading - explicitly & systematically
 2. What to teach in Reading - the 5 key components of Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

Steps taken to achieve Priority 2:

- Teachers have participated in several Professional Developments ESTA-L and Dibbles and applied the data from these diagnostic tests in programming and planning to meet the individual needs of students in classes.
- Daily Review- Following a modelled Daily Review, all teachers on staff are implementing the Daily Review teaching practice to implement the data collected in the ESTA-L into programming and classes and become more confident with the presentation of these sessions.
- Recommendations by Sarah McDonagh- Teachers have had the debrief of the Dibels data with Sarah McDonagh on 16/5/2022 and are following advice to change teaching practices to further develop skills and implement instructional recommendations.
- Implementation of fluency reading sessions in classes to improve accuracy, rate and prosody.
- Application of the ESTA-L data to inform the Daily Review content and teaching program content.
- Check-in during mentor sessions about the use of Daily Reviews in the classrooms.

Status of Priority 2:

- Achieved with continued embedding in 2023.

Priority Key Improvements for Next Year

Annual School Priority One for 2023:

To bring students closer to God by deepening their faith through the use of the Educating in Christ" Religious Education Program.

Reason for Priority One:

- The updated diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school to ensure students are active and knowledgeable believers.

Steps to be taken to achieve Priority One:

- Staff members will receive continued professional development to enable them to teach the “Educating in Christ” Program.
- Through their Religious Education lessons, masses and liturgies, Students will be able to connect with, ask questions of and deepen their faith.

Annual School Priority Two for 2023:

St Mary’s Parish School will continue to embed the most effective way to teach all students to successfully read. Learnings from the Primary Reading Project (formally Early Literacy Project) will target high-impact, evidence-based teaching strategies to improve reading skills and growth.

Reason for Priority Two:

- improve student learning through evidence-based pedagogy that aligns with the outcomes of the New K-2 English syllabus and English 3-6 Syllabus to meet their individual needs
- empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children
- use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform the next steps in teaching
- reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.

Steps to be taken to achieve Priority Two:

- DIBELS data analysis
- Programs demonstrate systematic and explicit teaching practices
ESTA -L Data
- Pre and post assessment completed by teachers to determine growth in pedagogical content knowledge
- Literacy block and agreed practice / instructional playbooks
- Teacher application of knowledge within the classroom.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with St Mary's Parish School from parents, students and teachers.

Parent satisfaction

In a parental survey, 50% of respondents agreed and 50% strongly agreed that St Mary's Parish School helped their child to develop knowledge and understanding of the Catholic tradition.

50% of parents surveyed agreed and 50% strongly agreed that St Mary's Parish School provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning. 66.7% of parents strongly agreed with this statement and 33.3% agreed. A majority of respondents agreed (33.3%) or strongly agreed (66.7%) that St Mary's School meets their child's individual learning needs.

83.3% of all parents strongly agreed and agreed that the school effectively communicates to parents about activities and events. A further 66.7% of parents strongly agreed that the school provides appropriate information about their child's progress and 33.3% agreed.

All parents strongly agreed (66.7%) and agreed (33.3%) that St Mary's Parish School, Hay, provides a safe and supportive environment for their children and that teachers are genuinely interested in the welfare of their students.

Student satisfaction

Year 5/6 class participated in a survey with the following results:

- 66.7% of students are always proud of St Mary's; 33.3% are very often proud of St Mary's.
- 66.7% of students believe that St Mary's always helps them understand the Catholic faith; 33.3% of students believe that St Mary's very often helps them understand the Catholic faith.
- 100% of students believe that their teachers always encourage them.
- 66.7% of students always understand their rights and responsibilities; 33.3% of students sometimes understand their rights and responsibilities.
- 66.7% of students always feel safe at school; 33.3% of students very often feel safe at school.

- 100% of students believe they can be involved in sporting opportunities.
- 66.7% of students believe that they can always approach someone at school for help if they are in need; 33.3% of students believe that they can very often approach someone at school for help if they are in need.

Teacher satisfaction

Staff were surveyed with a 78% participation rate that showed the following:

- 100% of staff enjoyed working at St Mary's.
- 100% felt safe working at St Mary's.
- 85.7% found principal feedback extremely useful and 14.3 found it very useful.
- 57.1% found expectations for student achievement at St Mary's extremely reasonable and 42.9% found the expectations very reasonable.
- 100% of staff found that the attention given towards standardized testing was the right amount.
- 42.9% of staff believed that the staff collaborated extremely well; 42.9% believed that the staff collaborated very well; 14.3% believed the staff collaborated slightly well.
- 42.9% of staff believed that the school gave a great deal of attention to their professional growth; 57.1% of staff believed that the school gave a lot of attention to their professional growth.
- 71.4% of staff are extremely satisfied with their experience at St Mary's; 14.3% are moderately satisfied and 14.3% are slightly satisfied.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for St Mary's Parish School in 2022 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$972,938
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$266,911
Fees and Private Income ⁴	\$131,546
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$5,625
Total Income	\$1,377,019

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$5,266
Salaries and Related Expenses ⁷	\$872,920
Non-Salary Expenses ⁸	\$237,072
Total Expenditure	\$1,115,258

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT