



**St Mary's Catholic Primary School
Annual Report 2018**

ST. MARY'S CATHOLIC PRIMARY SCHOOL

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Acting Principal: Ms Megan Evans

St Mary's Annual School Report provides information to the school and broader community about the progress of St Mary's school throughout the year. Information for the Annual Report is drawn from school data, surveys, parent, staff and student feedback and the review of Annual School Improvement Plans.

Vision Statement

"Learning in Faith and Love"

We are a Christ-centred community aspiring for excellence in learning and teaching.

We work in partnership with families, supporting and encouraging each child to make a positive difference to the world in which they live.



Principal's Message

It was both a privilege and an honour to lead in the role as Acting Principal of St Mary's Catholic Primary School in 2018 as the school community celebrated its 110th Anniversary. Celebrations of this historic milestone were aplenty and included Our Feast of the Lady of Sacred Heart Whole School Mass, the school's first Colour Run, a School Community Youth Mass and an Art Exhibition. The Spirit of Jesus was evident throughout all of these celebrations and the strong sense of community was profound. We had a fabulous year celebrating this wonderful anniversary.

In the heart of Darwin's CBD, St Mary's Catholic Primary School is a welcoming and inclusive learning community that caters for children from the Early Learning Centre to Year 6. There is a strong sense of family and community within the school with a focus on the holistic development of each child, including their academic, spiritual, social, emotional and physical development of each student. Learners are nurtured, challenged and inspired by teachers to take responsibility for their learning and actions and strive to reach their full potential. St Mary's is a place where children learn in faith and love and where the unique talents, gifts and achievements of students are promoted and celebrated often.

St Mary's teachers remain committed to providing high quality, challenging and engaging learning opportunities for students. An Instructional Coach and Data Informed Practitioner lead teachers in the effective use of student assessment data and feedback to inform learning and teaching. Our 2018 NAPLAN results indicate that students are working at or above the Australian Mean which affirms our work to improve student outcomes.

In November 2018, St Mary's school was assessed as part of the School Improvement Renewal Framework. A panel from Catholic Education Northern Territory reviewed the key areas of Catholic Identity, Teaching and Learning and Leadership to determine whether the school was meeting targets established in the Strategic Plan, "Towards 2022". The school was affirmed by the panel and assessed as meeting all expectations.

We are committed to working with families in a spirit of partnership and cooperation as we continue to build a vibrant and welcoming school community.

Megan Evans
Acting Principal



St Mary's Catholic Primary School is situated in the central business district of Darwin, adjacent to St Mary's Star of the Sea Cathedral. St Mary's Catholic Primary School first opened its doors in 1908, almost 110 years ago. What is remarkable about St Mary's is that since its foundation, it never was nor has been an exclusive school for Catholic children. It has always been open to students from any nationality and any religion.

The Daughters of Our Lady of the Sacred Heart were commissioned to run the school with Sr. Eustille Sayers, Dominica O'Sullivan, Bertrand McSweeney, Kieran Doyle and Hyacinth Lenehan arriving from Tasmania in July 1908 to establish St Joseph's-the first Catholic school in Darwin. The OLSH nuns brought with them the values of their founder – Father Jules Chevalier - which continue to be the foundation of St Mary's Catholic school community. Original buildings included a two-storey classroom, dormitory and refectory. In 1941, during the Second World War, St. Mary's school was closed and then seconded by the military to accommodate soldiers. In 1946 the school was reopened and rebuilt to accommodate the growing student population. The school was originally called St Joseph's School until it was renamed St Mary's school in 1958 when Bishop O'Loughlin changed its name to reflect the parish name of St Mary's.

St Mary's has a long and proud history of being a community-minded school, providing particularly for the needs of students from marginalised backgrounds. St Mary's is a school that prides itself on the spirit of social justice that permeates through all aspects of the school community. Diversity is welcomed and celebrated. Aligned with the OLSH mission, we seek to create an environment that enhances learning, nurtures young people and empowers them to live the Catholic faith in the spirit of Jesus Christ by:

- Developing in students a hunger and passion for learning;
- Challenging students to seek truth and justice for all;
- Capturing the joy in the mystery of the created universe;
- Embracing the diversity of the Earth and its people;
- Walking together in a spirit of reconciliation and forgiveness.

The welfare and spiritual growth of every student along with sound educational practices is a shared responsibility of the Principal, staff and Parish, supported by staff from the Catholic Education Office.

Over the years refurbishments and additions have been made to provide contemporary learning and teaching spaces for students. Educational facilities include the Mary MacKillop Hall for school assemblies, dance and drama activities; the OLSH Library and IT Learning Hub, Science/Multipurpose lab, E-Deck and flexible learning spaces for students including the new early childhood precinct in 2017.

St. Mary's school is now the only school located in the Central Business District of Darwin, which includes an early learning centre for children aged 3-5 years. The school has an enrolment of approximately 200 students from Transition to Year 6. The holistic education of students is the focus which includes the academic, spiritual, emotional, physical and social development of each child. Children from diverse nationalities and backgrounds are welcome at St Mary's including students with special needs, defence students and those with high potential.

A high priority is placed on professional learning for teachers with the focus in 2018 on writing, instructional coaching, differentiated instruction and data informed practice. A range of extracurricular activities is offered to students including inter-school and school based sporting events, academic competitions, school choir, instrumental groups, private piano and violin tuition, robotics, art programs and community activities.

Working in partnership with families and building positive relationships is central to our vision and mission, affirming the important work of parents as the first educators of their children.

An Outside School Hours program provides care for children from 3.15-5.45pm each day and before school care commencing at 7am. A Vacation Care program provides care for children during school holiday periods except January. The school also provides a preschool and long day care service for children aged 3-5 years which includes a qualified Early Childhood teacher.

School Population / Student Profile 2018

Year	T	1	2	3	4	5	6	Total
Boys	9	20	15	17	15	15	9	100
Girls	14	10	17	14	15	13	11	94
Total	23	30	32	31	30	28	20	194
% Indigenous:	9%							
% Special Needs:	8.25							
Average Attendance:	90.74%							

Nearly 55% of St Mary's student population live in Darwin city and inner city suburbs of Darwin including Bayview, Larrakeyah, Parap, Stuart Park and Fannie Bay. In 2018 18% of families lived in the Palmerston area or beyond and 27% lived in the Northern Suburbs, with many of these parents working in the CBD.

The school community reflects the diversity of Australian society with students coming from a range of ethnic, socio-economic and cultural backgrounds including Indian, Italian, Greek, British, Fijian, Filipino, South African, Vietnamese and Chinese. 9% of students in 2018 identified as Aboriginal or Torres Strait Islander. The 2nd largest representation was from Philippines (3%). 8% of students identified with a disability and 11% of students had a parent employed within Defence.

In 2018, 69% of parents enrolling their children identified as Catholic. The remainder were from other religions as listed in the table below:

Religion of parents 2018	Percentage
Catholic	69%
Anglican	7%
Christian	5%
Uniting	3%
Church of England	3%
Greek Orthodox	3%
Lutheran	2%
Hindu	2%
Buddhist	2%
Presbyterian, Muslim or Orthodox, Islam	4%



Student Attendance

Average Attendance: 90.74%

Managing Non-Attendance:

St. Mary's Catholic Primary School staff recognise the strong link between regular attendance and school success and are committed to maximising the school attendance of all pupils. Our high attendance rate (usually above 90%) is attributed to our partnership with families, the supportive school environment and pastoral care for students. Attendance-related notifications from parents and class teachers are recorded by school administration staff, who notify class teachers. Attendance registers are monitored in the front office daily and parents are contacted by the principal, Indigenous Education Worker, Defence Aide or pastoral care and wellbeing coordinator in the event of unexplained or regular student absences. In the event of frequent, unexplained or lengthy student absences, the Truancy Officer from the Department of Education is contacted who monitors attendance and liaises with families and the school.

Staffing Information

Staffing Profile 2018

	Head Count	Full Time Equivalent (FTE)
St. Mary's Catholic Primary school		
Principal	1	1
Teaching Staff (including Librarians) - full time	8	8
Teaching Staff Indigenous (including Librarians) - full time	1	1
Teaching Staff (including Librarians) – part time	3	1.8
Administrative and Clerical (including aides and assistants)	3	3
Administrative and Clerical (including aides and assistants) – part time	1	0.1
Building Operations Maintenance and Other Staff	2	2
Specialist Support-full time	2	2
Specialist Support-part time	8	6
Total	29	24.9

Teacher Standards

All teachers are registered with the Northern Territory Teacher Registration Board and have current Ochre Cards.

Post graduate qualifications	2
Bachelor degree or equivalent	10
Other qualifications	3

Two staff members hold Masters Qualifications; Masters in Education and Masters in Theology.

Three staff members are working towards a Masters Qualification; Masters in Theology and Masters in Educational Leadership.

RE accreditation A Compliance Report for 2018 reported that all full time teachers were compliant.



Highlights of 2018

St Mary's School 2018 highlights included:

- 110 Year Anniversary Celebrations including Masses and Art Exhibition
- Eucharist, Confirmation and Reconciliation Parish Celebrations
- Opening School Mass and Commissioning of 2018 staff and student leaders
- Family Fun Night
- Bombing of Darwin Commemoration Excursion (Defence Students Yr 4-6)
- Anzac Day ceremony and Liturgy involving Defence personnel and families
- Holy Week liturgies and presentations
- Swimming Carnival
- Athletics Carnival
- Mother's Day Liturgy and stall
- OLSH Feast day celebrations
- Colour Run Fundraiser
- Spirit Cup Fun Afternoons and rewards
- Harmony Day activities and cultural dress
- Life Education Incursion -Healthy Harold
- Reconciliation Week Incursion
- Circular Circus Incursion
- Scientastic Incursion
- V8 Supercars excursion
- Movie Night
- 78th Storey Treehouse Excursion (Year 3 and 4)
- Yo Diddle Diddle Excursion (Transition - Year 2)
- Woolworths Fresh Food Discovery Tours (CoL - Year 6)
- Whole School Science Week Afternoon Extravaganza
- Combined Catholic Schools Public Speaking competition
- Book week dress ups and celebrations
- Yr 5 & 6 Bachelor outdoor education camp
- 110 Year Anniversary Art Exhibition
- Father's Day Liturgy and stall
- Northern Territory, Little Scientist Award - Mrs Fiona Matchett, Community of Learners
- Northern Territory Early Childhood Awards, Outstanding Educator - Fiona Matchett
- Year 4 Camp to Wildlife Park
- Lego League
- Community of Learners and Outside School Hours External assessment and ratings-"meeting standards"
- St Mary's Choir CD Recording -Charles Darwin University
- Year 6 Graduation Mass and Farewell
- Carols in the Cathedral
- Police Dog Visit - Spike and Matilda



School Improvement-Progress Towards SIP Goals

In 2018, Catholic Education Northern Territory engaged the LEARN (Learning Environments Applied Research Network) team from Melbourne University to work with several Catholic schools in the Northern Territory to evaluate current learning spaces and provide feedback. St Mary's was excited to be part of this project. Students and teachers from Year 3 - 6 were surveyed and interviewed as part of this research project. Information gained from the research will assist in developing a master plan for the classrooms and grounds as we move into the future.

School improvement works in 2018 included the renovation of the Community of Learners (CoL) play area; a soft fall sandpit and installation of artificial grass, renovations to our roof, painting of the school to better reflect our marketing strategy and renovations to our school playgrounds.

The Lindsay St facade was given a facelift at the end of the year with the building painted in colours representative of the St Mary's school colours. This was a means to modernise the school and give a stronger physical presence to the location of the school.

The Solar Panels (installed in 2017) were operational as of August 2018 and functioning at a rate that reduces our need to rely on external power sources and is expected to save approximately \$1000 per month on electricity.

Social media and online communication was a key priority in 2018 with the introduction of Class Dojo across all classrooms, including the Community of Learners and Out of School Hours Care and an online newsletter. Feedback from families in regards to Class Dojo was overwhelmingly positive as this platform allows for regular communication between parents and teachers and efficient feedback to parents. There is also a capacity to use Class Dojo to give feedback to parents with digital portfolios and this is something for future consideration. Feedback of the online newsletter was also mostly positive.

Information technology upgrades included the purchase of new iPads for classroom teachers and students to access. Wireless upgrades were also completed in the Out of School Hours Care (OSHC) Room, allowing for improved connectivity to allow for electronic sign in / sign out for OSHC and CoL.

STEM (Science Technology, Engineering and Maths) remained a priority area in 2018 with the highlight being the whole school Science Afternoon held during Science Week in Term 3. Students participated in a range of science and technology activities with a sustainability focus to reduce, reuse and recycle. Two Year 5/6 St Mary's robotics team competed in the inter-school First Lego League competition at Nightcliff High school.

The school maintenance schedule includes 6 monthly arborist inspections and reports, 12 monthly asbestos inspections, carpet cleaning, pest inspections and treatments, painting, testing and tagging of electrical items, air conditioning cleaning and servicing, timber oiling, pressure spraying and other general maintenance items.



Work Health and Safety

Work health and safety remains a high priority at St Mary's and is led by the coordinator Mrs Lyn Peter and a team of staff including the principal. This year 30 staff completed WHS inductions on commencement of employment and all employed staff were required to complete the Catholic Education eLearning Safety modules with CCI.

53 Incident reports were completed for 34 minor injuries to students. 8 for staff for minor injuries which did not require time lost or medical treatment. 2 workers compensation claims were made in 2018 one from lifting a heavy pot and one a reaction to prolonged use of glue, which resulted in the staff member being hospitalised for a few days.

7 Safety Notification Forms were completed in 2018. The low number of completed forms is largely due to Safety hazards being corrected as soon as they are noticed by our groundsman prior to anyone filling out a form.

57 Risk Assessments were completed in 2018 covering school camps, excursions, sporting gala days, Art Show and school performances. Risk Assessments for all chemicals need to be updated and have been added to the Action Plan.

Workplace Inspections were completed every term in 2018, lighting in several rooms was highlighted as being poor. Lights to rooms 1, 2, 3, 4, 9, 10, 11,12 and the music room will be changed to LED lights early in 2019.

St Mary's staff are fully committed to ensuring the school is a safe environment for everyone and fully support requests to complete all paperwork required.

School Leadership



St Mary's leadership group in 2018 consisted of the Acting Principal, Ms Megan Evans; Acting Deputy Principal, Miss Nikki Farrell; Religious Education Coordinator, Mrs Christine Ferreira; Curriculum Coordinator, Miss Tegan Koschitzki and Data Informed Practitioner, Mrs Shannon Feldtman (Semester 1) and Mrs Christine Ferreira (Semester 2). Other staff leadership positions were in the areas of Student Leadership, Miss Stephanie Pollock and Wellbeing, Miss Francesca Duncan.

The leadership team met weekly to discuss administration matters, teaching and learning, staffing, strategic planning, school improvement and action plans.

A 'shared leadership' approach is embedded across the school where teaching staff and support staff elect to become members of School improvement teams as follows:

- Leadership,
- Catholic Identity,
- Finance Facilities and Resources,
- Community and Culture,
- Learning and teaching or
- Pastoral Care and Wellbeing

Team members are responsible for the development of Annual Improvement plans for their Key Area, meeting targets, implementing actions, monitoring, and reviewing plans at the end of each year. Staff members assume leadership roles as coordinators or committee members in identified priority areas including Work Health and Safety, Making Jesus Real, Curriculum, Religious Education, Pastoral Care and Wellbeing and the Social Committee.

St. Mary's School Board operates in an advisory role to the Principal, meeting monthly to discuss areas in relation to finance, work health and safety, building, policies and teaching and learning. In 2018 the School Board consisted of 8 members including 5 parents, the Acting Principal, Fr Tom Jose and the Deputy Principal. Ms Clalia Mar was the chair of the School Board and Fr Tom Jose President. Fr Ched was a regular visitor to classrooms. The spiritual support and guidance offered to staff, students and parents by Fr Tom, Fr Ched, Bishop Charles and Bishop Emeritus Eugene Hurley is highly valued. Parents from the School Board are also involved as members of the School Improvement committees to assist with the review and development of School Improvement plans for Finance, Facilities and Resources, Learning and Teaching, Leadership, Pastoral care and Wellbeing and Catholic Identity.

Several subcommittee groups were also in operation in 2018 including:

- Work Health and Safety
- Community of Learners
- Out Of Hours School Care
- Parents and Friends

Parents and Friends Committee met monthly on Tuesdays to plan social events for the school community and to discuss fundraising initiatives. The 2018 P & F led by Leanne Brennan as President, consisted of a small but dedicated group of parents. Fundraising and social events throughout the year included Family Fun Night, Colour Run, Mother's and Father's Day Stalls, Father's Day Movie night and organising the 110 Year Anniversary Raffle. The committee raised over \$20,000 which will go towards playground renovations. St. Mary's school staff values the support and active involvement of Board and P & F members and their commitment to school improvement.

Student leadership is welcomed and promoted at St. Mary's. Ten Year 6 students were elected to the 2018 Student Leadership Team by students and staff. The student leadership team consisted of two school captains, Mahlia Burroughs and Taylah Kernahan and eight house colour captains. Class SRC Representatives were also elected in Year 3-6. Their duties included leading school assemblies, welcoming dignitaries, organising school events and representing the school at official events and functions. The student leadership team of 2018 was overseen by Miss Stephanie Pollock.





Catholic Identity

As a school and faith community we celebrated many Masses and Liturgies which allowed the students the opportunity to develop their relationship with God and opportunity for their personal faith formation. Some of the events that we celebrated in 2018 included; Ash Wednesday, Holy Week, Our Lady of the Sacred Heart Feast Day, Catholic Education Week, Feast of the Assumption, Anzac Day, Remembrance Day, Mother's Day and Father's Day.

During the year our school actively promoted and maintained strong links with the St. Mary's Star of the Sea parish community. Several staff members this year were involved in facilitating the children's liturgy at Sunday morning Mass and parishioners were invited to our school celebrations via the parish bulletin. In addition to being a part of all school liturgies and Masses, the Parish priest was a frequent and welcome guest at the school, visiting each year level group once a term. We also acknowledged and celebrated students who participated in the Sacraments of First Reconciliation, Holy Communion and Confirmation as facilitated by the parish. Classes attended midday Mass at the Cathedral once a term and those who had completed the Sacrament of Reconciliation were also offered the opportunity to do so.

St. Mary's Catholic Primary School has promoted the Catholic Mission of the school through raising awareness, fundraising and financially contributing to appeals from social justice groups such as Caritas, St Vincent De Paul Society and Catholic Mission. The school's Mini Vinnies group had a very productive year and positively influenced our own local community by working in collaboration with the Darwin Vinnies Youth Conference on their "Care Pack Project" to collect toiletries to distribute to patients staying at the Royal Darwin Hospital.

During 2018 the Make Jesus Real (MJR) values continued to permeate the everyday culture of St. Mary's. Students attended fortnightly Monday afternoon assemblies to hear about the MJR messages and to acknowledge (through the presentation of class MJR awards) the Gospel values observed in our school community. Students and staff were also able to nominate students for the MJR Super Star Award and Trophy, which also saw the recipient inducted into the MJR Super Star 'Hall of Fame' notice board.

One of the key focus areas for MJR has been mindfulness and the importance of taking 40 seconds out of our busy and hectic day to see where Jesus was with us. To help with this we introduced 5 key questions to students:

- What was the best thing I saw today?
- What was the best thing I heard today?
- What was the best thing someone did for me today?
- What was the best thing I did for someone else today?
- How can I improve tomorrow?

A set of bookmarks including these prompting questions were made up for all classroom prayer boxes and were also placed at the front office for visitors, students and families to take home. The feedback was extremely positive regarding the bookmarks and families have expressed that they facilitated discussions and encouraged families to see the spirit of Jesus in themselves and others. Additionally, throughout the year we looked towards Jesus as an example of how to serve and treat others throughout our lives. A big emphasis was made around being in charge of your own attitudes and trying to develop an 'Attitude of Gratitude.' This led to the development of our school's prayer ribbon wall. Students and families can take the time to thank God and reverently add a prayer of thanks to the display on the e-deck. This display has been a lovely visual reminder in our school to take the time to be thankful to God.

This year students in Grade 3/4 commenced using the "Spirit of Jesus" MJR book and teachers linked the content in these books to enrich the Journey in Faith units. The school also purchased 5 MJR banners which were placed around the school as another visual reminder to students, teachers and visitors of the MJR and Gospel values that St. Mary's promote. A highlight of the year was hosting the Make Jesus Real Retreat day where approximately 200 Grade 5 students from urban Catholic primary schools spent the day at St. Mary's Catholic Primary School, building on their leadership skills and prayerful reflective activities. The MJR values were a key focus area, which also guided staff professional development in 2018. The Religious Education Coordinator attended the Make Jesus Real Conference in Tasmania and our whole school Catholic Identity day was led by Jason Perry, facilitator of Making Jesus Real who focused on connecting MJR to the vision of St. Mary's Catholic Primary School. Additionally, staff development in the area of Religious Education focused on leading prayer and liturgy. Staff participated in a professional development session that was conducted at the Catholic Education office, which focused on preparing liturgies and Masses. Through participation in this professional development opportunity our staff explored how we can help young people connect their personal experiences to learn more about God through liturgy and prayer. Later in the year staff and board members joined together for a shared opportunity to celebrate the Eucharist in an intimate Mass with Bishop Eugene. During this time Bishop Eugene explained the Catholic significance and spiritual meaning behind the elements and symbols of a Catholic Mass. This was an intimate encounter with the Sacrament and staff were given opportunity to spend time in reflective prayer. Both Catholic and non-Catholic staff who may have been unfamiliar with the elements of the Mass found this to be a unique and enriching opportunity to develop their understanding of this Catholic tradition.



Teaching and Learning

The Australian Curriculum and the school Scope and Sequence is used by teachers as the Framework for the development of learning and teaching programs at St Mary's.

In 2018, a major focus was on high impact teaching strategies and exploring ways to best meet the needs of all students. During staff meetings, Professional Learning Team Meetings and Team Planning Sessions, staff worked collaboratively to analyse student data and identify strengths, challenges and patterns obtained from a variety of student assessments. This information has been used to set future directions for Learning and Teaching at St. Mary's, as well as to identify individual learning needs. Teachers work in teams to design challenging and engaging learning and teaching experiences that are differentiated to cater for the varying student levels and abilities. Individualised targets were also established to meet the needs of students at risk and those exceeding expected levels.

The EnVisionMATHS program was purchased and implemented from Year 1- 6 in 2018. This curriculum planning tool is aligned with the Australian Curriculum and with concept check-in tools allows teachers to track progress of students against the curriculum, gain practical data for class-management and organisation and receive individual student reports. EnVision caters for the needs to individual students by identifying common and individual misconceptions and misunderstandings. All content areas have integrated ICT components and the tool provides greater access to the curriculum for visual learners and those from an EAL (English as an Additional Language) background.

The Bring Your Own Device program for students in Years 5 and 6 continued in 2018 and includes annual and ongoing cyber safety training for parents and students. Northern Territory Police conducted the Think U Know presentation for parents and all students from Years 3-6.

Specialist teachers at St Mary's in 2018 included a dedicated Physical Education Teacher, Science Teacher, Performing Arts Teacher, Chinese teacher and Greek Instructor. Students from Years T-6 participated in 2 PE Sessions/week, 1 Science session/week, 1 Performing Arts session/week and 1 LOTE session each week. Music education opportunities at St Mary's included private instrumental sessions, and a school choir (Years 3-6). One of the highlights in 2018 was the recording of a CD, coordinated by Mrs Bernadette Wilmore in partnership with Charles Darwin University. Entertainment Centre.

Science Technology Maths and Engineering (STEM) Education at St Mary's continued to be a major focus area throughout 2018. All students in years T-6 participate in dedicated Science lessons with a specialist teacher. The Science teacher uses the Science Primary Connections program for programming and planning weekly sessions including hands on inquiry activities for students. Year 5/6 students also had the opportunity to compete in the First Lego League Tournament, a competition focusing on robotics and coding skills, engineering and Lego League's core values. St Mary's entered two teams in 2018.

Curriculum and Pedagogy

The Australian Curriculum overarches our pedagogical framework and is underpinned by current research and data to guide learning and teaching. Student assessment data is used to inform learning and teaching programs. Teachers work collaboratively in teams to plan learning and teaching experiences for students and to ensure instruction is differentiated and targeted to student needs. Student progress and achievement is assessed, monitored and reported against the Australian Curriculum achievement standards.

Teachers were released in teaching teams for two hours each week to plan collaboratively. This provided teachers with an opportunity to engage in professional dialogue with each other within a safe and open environment and to learn from each other. Some of this planning was facilitated by the school Curriculum Coordinator, and some of it by Curriculum Support Staff from the Catholic Education Office.

Teachers integrate ICT across all areas of learning. Classes have access to collaborative workstations in the library, individual computers in the library as well as an increased classroom banks of devices. Each classroom has an interactive Promix or Commbox with access to internet. Classes are able to pool devices for times when larger sets are needed. Classes explore ways to use interactive, collaborative ICT tools to find information and share their learning.

Two teachers were involved in an 'Instructional Coaching' pilot facilitated by the Catholic Education Office of Northern Territory. Trish Gooch and Liz Hockey worked one-to-one with the teachers, to model and observe classroom practice and to support reflection and professional conversation. The aim was to build a partnership to develop evidence-based teaching practices.

Teachers reviewed and analysed NAPLAN, PAT and other data to identify strengths and areas for improvement. Recommendations have been incorporated into the 2019 annual school improvement plan and action plans. This data is also used to help identify students at risk and to plan appropriate intervention programs.

Religious Education lessons are planned using the Journey in Faith curriculum which is a sequential curriculum firmly based on Catholic teachings. The curriculum is organised into three strands which explores essential aspects of our faith:

- Believing
- Living
- Celebrating.

In 2018 teachers continued to plan contemporary and engaging Religious Education units in collaboration with Laura Avery – leader of Catholic Identity Catholic Education Office. Laura worked with some teams to begin to implement the Wisdom Strand and elements into our Religious Education planning. Wisdom seeks to give students rich and authentic learning experiences and tie into the General Capabilities which are so much a part of the Australian Curriculum.

Staff meetings each week are dedicated to professional development led by teacher leaders from within the school and external presenters. Teachers are encouraged to share their knowledge with others at these staff meetings by leading professional learning sessions. Teaching programs are collected by the Curriculum Coordinator each term. Teachers are given clear guidelines and expectations for programming requirements and feedback is provided directly to teachers.



Assessing and Reporting Practices

Teachers include a variety of assessment strategies in their teaching programs to gather multiple sources of information about student progress and achievement. Teaching staff reviewed assessment practices and policies in 2018 to ensure that they were current and aligned with best practice. External assessment results (NAPLAN) were sent home to families in Term 3 and formal written reports were sent home each semester. Student progress was communicated to parents on a regular basis with the school-wide introduction of Class Dojo and through parent/teacher/student goal setting meetings in Terms 2 and 3, Evidence of Learning folders and Academic Reports. Evidence of Learning Folders included a collection of student assessments across all learning areas. These folders are designed to supplement the Academic Report to assist parents in understanding their child's learning progress and academic achievements.

School academic reports follow the A to E style of reporting where teachers report student achievement against Australian Curriculum achievement standards in all learning areas. Achievement Standards are used in Religious Education to assess the student's understanding and achievement in relation to the specific learning focus. As per Catholic Education Office Circular, Semester 2 Academic Reports included grades and comments in for the following: Classroom Teacher Comment, Religious Education, English and Mathematics.

Students are given the opportunity to participate in the ICAS (International Competition and Assessments for Students) offered through the University of NSW in the areas of Computer Skills, Science, Spelling, Writing, English and Mathematics.

Teachers include a variety of assessment strategies in their teaching programs to gather multiple sources of information about student progress and achievement. NAPLAN (external assessment) results were sent to families at the end of Term 3. Student progress is reported to families through formal Academic reports which are sent home at the end of each Semester, accompanied by Evidence of Learning folders with student work samples.

St. Mary's school results in the National Testing of Literacy and Numeracy (NAPLAN) in 2018 are included below. NAPLAN results are analysed each year and the analysis of results inform future School Improvement Plans and professional learning priorities for the following year.

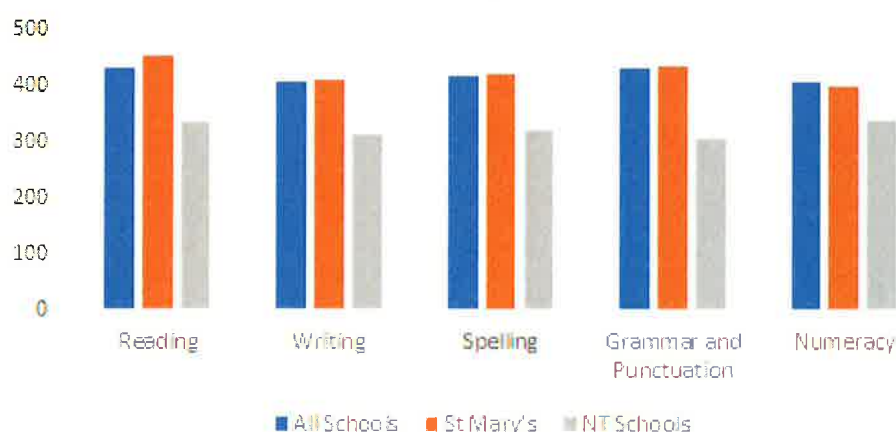
The NAPLAN results for Years 3 and 5 in 2018 were above the Northern Territory mean in all testing areas. In the Year 3 testing the students exceeded the Australian mean in the Reading, Writing, Spelling, and Grammar components. All other result in Year 3 and Year 5 were very close to the Australian mean. We are very proud of our students' results in the 2018 NAPLAN testing.



St Mary's School and National Mean Score Year 3 NAPLAN, 2018

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
All Schools	434	407	418	432	408
St Mary's	456	412	423	437	401
NT Schools	336	313	323	309	341

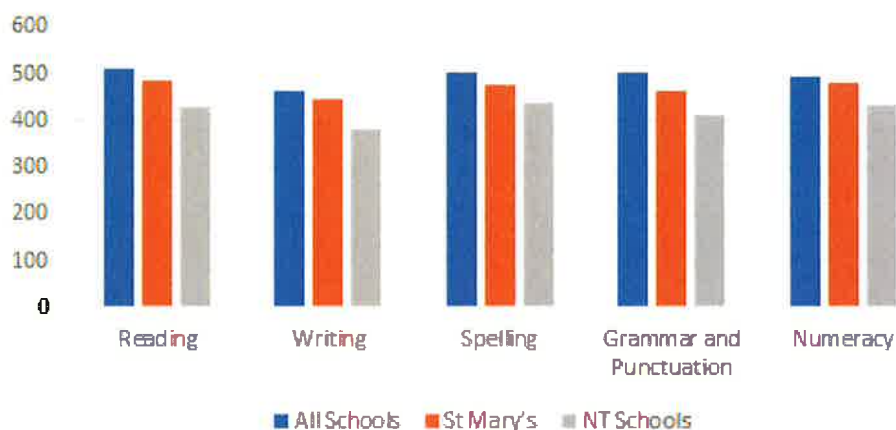
St Mary's School and National Mean Score Year 3
NAPLAN, 2018



St Mary's School and National Mean Score Year 5 NAPLAN, 2018

	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
All Schools	509	465	503	504	494
St Mary's	485	448	476	462	482
NT Schools	430	383	437	411	434

St Mary's School and National Mean Score Year 5
NAPLAN, 2018



Expanded Learning Activities

In 2018 Students at St. Mary's Catholic Primary School participated in a variety of extracurricular activities:

- First Lego League competition at Nightcliff High School
- ICAS competitions in areas of Science, Maths, English, Spelling and Writing
- St Mary's Netball Teams
- St Mary's Softball / Baseball Teams
- Catholic Schools Public Speaking competition
- School camp to Bachelor Outdoor Education Centre
- Inter-school sporting activities including cross country, swimming, athletics, basketball, netball, soccer and Australian Rules
- Class excursions
- Instrumental Programs
- St Mary's Choir
- Robotics
- Arty Kids Program- school holidays
- Homework Centre for indigenous students



An Inclusion Support Coordinator (ISC) coordinates the Inclusion Support Program at St. Mary's. The role involves supporting teachers with the identification and assessment of students with additional needs, working with Inclusion Support Assistants to support Students With Disabilities (SWD) or who have been identified as Gifted and Talented. The Inclusion Support Coordinator liaised with the Catholic Education Inclusion Support Team in relation to funding, student needs and professional learning. The Inclusion Support Coordinator liaises with parents, support staff and classroom teachers to implement specific programs to support students with specific learning, emotional and behavioural needs. Further investigation of concerns occurs through the Referral and Assessment Process and the engagement of appropriate CEO Specialists.

In 2018, two new spaces were created to support social, emotional and academic development of students with a particular focus on the sensory needs of the student. The Zen Den was created as a space where student could go to calm down and regulate their emotions. The rooms is designed as a space for children to return to their 'green zone' (5 point scale) in situations when feeling heightened -anxiety, sadness or anger management. The Engine Room was also established with the support of Occupational Therapists from Catholic Education Northern Territory. This is a space that particularly addresses the physical needs of the student to ensure that sensory needs are being met so that the child is ready to learn.

- Inclusion Support Assistants (ISAs) provided classroom and group learning support to identified students with additional needs. Classroom teachers have the overall responsibility for students identified as Students With Disabilities (SWD) and work with ISAs to develop Adjustment plans and support students. The ISA supports the teacher and works with the students in the class, working with small groups or withdrawing students individually for targeted intervention. Meetings with the parents, class teacher, ISA (Inclusion Support Assistant) and Inclusion Support Coordinator were held each semester to review the learning outcomes in the student's Education Adjustment Plan and to set new learning goals.

St. Mary's school provided data as required for the National Consistent Collection of Data (NCCD) for Students with Disabilities. Extensive information was provided to the government about adjustments made across the school to support student learning and the costs that the school incurs to provide this support.

Other areas covered in Inclusion Support

1. Training for all staff in the use of the Catholic Education Northern Territory database, INSPIRE
2. Development of Adjustment Plans for students with diagnosed disabilities in consultation with parents and class teachers
3. Report on adjustments for students with additional support needs
4. Communicating with parents regarding students with additional support needs
5. Professional learning for staff in the Disability Standards of Education and the Disability Discrimination Act on the legal requirements and responsibilities for Students with disabilities.

Students with particular social/emotional learning needs engaged in either individual sessions with the school based counsellor or social skills groups conducted by teaching assistants.



15 min Break Card



St Mary's Catholic Primary School Positive Behavior Policy (PBP) was ratified in 2018. The PBP is based on the premise that everyone is treated with respect, every person needs to feel safe and secure and needs an environment that supports their learning, personal growth and the development of a positive self-esteem. As a Catholic School, St Mary's is a place where the presence of Jesus in each of us is recognised and celebrated. We uphold and promote the dignity of every individual. The core expectations that inform our PBP are: We are Respectful, We are Responsible, We are Resilient and We are Ready to Learn. The aim of the PBP is to articulate school expectations in relation to student behaviour, and to outline school behaviour management procedures to the school and wider community.

As part of the PBP process, St Mary's have established four clear, positive expectations for the behaviour we expect from staff and students in all areas of our school. The focus of PBP is on building positive relationships and primary intervention for unexpected behaviours. It is expected that all stakeholders abide by this policy. However, within such a broad framework it may be necessary to adjust a student's behaviour management process for individual cases. In some cases, individual behaviour plans will be written in consultation with the student, parent and relevant staff.

Targeted intervention, social skills groups and counselling is provided for students at risk and those needing more explicit instruction to support their learning. The *You Can Do IT* Social Emotional Learning program has been implemented throughout the school and includes a whole school focus at Monday afternoon assemblies. A buddy class system is established through the school, providing opportunities for older students to connect with younger students and practise developing their social and emotional learning skills of getting along, persistence, confidence, organisation and resilience.

In 2018, St Mary's adopted the Play First Initiative for recess and lunchtime breaks. When students break for recess and lunchtime, they go outside and actively engage in physical activity before eating their snack / meal. This gives children the opportunity to sit calmly and eat their food without rushing / not finishing before they go to play. It was noted from staff that the children returned to class more settled and ready to learn.

Parents have opportunities to meet with teachers through parent/teacher information evenings at the start of the year, parent/teacher/student goal setting interviews and informal social gatherings class newsletters, school newsletters, helping in the classroom, class excursions, school assemblies and learning expos. Family fun nights and social events are held each term to provide opportunities for families to build relationships and connections with staff and other families in a relaxed environment.

Students across all year levels learnt about their personal development through the Made in the Image of God Human Sexuality program. Students in Years 4-6 participate in "Cyber Smart" training and being safe on-line. With the assistance of Life Education, students, parents and teachers are involved in Cyber Smart sessions to learn about safety in our digital age.

The school counsellor (one day a week) supported 16 children and their families in a range of ways including one on one individual counselling, joint or small group sessions and support sessions for parents. The presenting issues for students in 2018 included anger (12.5%), Depression (6.25%), Anxiety (37.5%) family dynamics (25%) and peer and friendship issues (12.5%) and grief and loss (6.25%).

Staff health and wellbeing was also a focus and staff had opportunities to attend professional learning and webinars on personal wellbeing and building a positive and supportive culture to ensure staff wellbeing. All St Mary's staff also have access to counselling through our Employee Access Plan at Catholic Care.

Staff professional learning had a strong focus on strengthening staff leadership, particularly through participation in the Brown Collective Middle Leadership Program, Instructional Coaching and Hosting Staff Meetings.

Professional learning sessions focused on high impact teaching strategies, improving student literacy through inquiry based learning and numeracy, specifically mental computation strategies. The Curriculum Coordinator, Miss Tagan Koschitzki and the Data Informed Practitioner, Mrs Christine Ferreira attended professional development focussed on Inquiry Based Learning in Literacy conducted by Kath Murdoch. Liz Hockey, Leader of Teaching and Learning from Catholic Education Northern Territory was engaged for a 1 day workshop to deliver professional learning to St Mary's staff based on developing student writing.

Two staff completed the Brown Collective Middle Leaders course in 2018, Miss Francesca Duncan and Miss Stephanie Pollock. Miss Duncan focussed on implementing a school-wide positive behaviour management policy whilst Miss Pollock focussed on developing a greater understanding and awareness of the St Mary's Vision and Mission statement. Both leaders are to be complimented on their achievements in their chosen areas.

Another focus for professional learning in 2018 was on building the capacity of teachers utilising Instructional Coaching. The intent was to build capacity and professional practice. Trish Gooch from the Catholic Education Northern Territory, worked with two key staff members, Miss Francesca Duncan and Miss Tagan Koschitzki, filming their teaching practices and providing feedback, based on the Jim Knight Instructional Coaching method. The aim is for teachers to reflect on their own practice to identify key areas of need, and utilise coaching to improve their practice as teachers and to ultimately improve student performance. The Curriculum Coordinator, Miss Tagan Koschitzki also attended Jim Knight's five-day Instructional Coaching Conference in Queensland in the Term 3 school holidays. This year's focus on Instructional Coaching had far-reaching benefits for all staff and students and as a result will become a priority for St Mary's in 2019.

Staff also attended professional learning focussed on assisting students diagnosed with additional needs. The Inclusion Support Coordinator, Miss Nikki Farrell and two early years teachers attended the Traffic Jam in My Brain professional learning session in February to learn more about working with children diagnosed with Autism Spectrum Disorder (ASD). In November the Inclusion Support Coordinator and three early childhood teachers also attended an Autism Spectrum Australia professional learning session, Aspect Practice Positive Behaviour Support, particularly targeting students from 3-7 years of age. Staff from our OSHC also increased their awareness of supporting students with additional needs by attending the Early Childhood Australia NT, Inclusion in Practice, professional learning session in November.

Staff attended a variety of workshops, staff meetings and seminars throughout 2018. These included Principal's Network Meetings, Deputy Principals, Assistant Principal Religious Education, Early Years Network Meetings, Middle Years Network Meetings, Data Network meetings, Curriculum Coordinators, Inclusion Support Network Meetings and Indigenous Education Workers Network Meetings.

The teaching of Numeracy was a focus for staff focussing on Mathematics Assessment Interview (MAI) data for their Professional Learning Teams (PLTs). The focus at these sessions was use of evidence for monitoring, planning and evaluation and the design, implementation and evaluation of numeracy interventions.

Student assessment data is entered into a school-wide database which enables teachers to analyse and assess student progress and plan for the next steps in their learning. Teaching staff were trained in the administration and analysis of various assessment tools and with a focus on how to use them to inform teaching in the classroom.



Awards and Recognition



The annual Marian Perpetual Award for 2018 was awarded to Year 6 student, Chiara Hucent. This award is presented to a student who has demonstrated in their behaviour some of the things that Mary, the mother of Jesus displayed including willingness to do what is asked; care and concern for others; strength and courage in adversity; reaching out to others in loving compassion. Chiara was selected as the recipient of this award for recognition for her generosity of spirit to all in our school community and in her work with the Mini Vinnies group. The award was presented at the year Year 6 Graduation Mass.



The Australia Day Student Citizenship Award in 2019 was awarded to two Year 5 students- Sean Hagan and Mac Sawyer. Sean and Mac were nominated for this award in recognition of their leadership, community work, responsibility and school spirit. Sean and Mac received an Australia Day Citizenship Award certificate and a medallion in recognition of their service and valued contributions to our school community.



Staff Awards

Northern Territory Little Scientist Award

Mrs Fiona Matchett, Community of Learners

Northern Territory Early Childhood Award

Mrs Fiona Matchett

Northern Territory Early Childhood Award Nominations

Mrs Kirsten Wilson - Assistant Director, Community of Learners

Ms Maryjane Kwon, Out of School Hours Care (OSHC) - shortlisted

SIRF Award Recipients 2018

Community and Culture

Leanne Brennan, Terri-Ann Maney and Sheree Mulligan

Pastoral Care and Wellbeing

Francesca Duncan

Teaching and Learning

Tagan Koschitzki



St Mary's Catholic Primary school provides an early learning centre and preschool for children aged 3-5 years, the St Mary's Community of Learners. In 2018 the Community of Learners continued to grow and strengthen in reputation, reaching 22 full time enrolments and 26 part time enrolments in December 2018.

Preschool sessions are conducted with a qualified early childhood teacher each morning from 8.30-11.30am. In 2018, the preschool teacher, Mrs Fiona Matchett was also awarded Most Outstanding Educator for the Northern Territory Early Childhood and Care Awards.

The majority of children from the Community of Learners enrolled in our Transition class at St Mary's Catholic Primary School. Of the 26 children enrolled in Transition in 2019, 21 of those children came from St. Mary's Community of Learners in 2018. Children share common facilities but our preschool aged children are known as our Kangaroos and our younger children are known as our Joeys. The preschool program is for 3 hours per day, 5 days per week. Students from CoL continue to attend whole school activities such as Friday morning assemblies, athletics carnivals, Science Week Extravaganza and Mother's and Father's Day stalls.

Mrs Kirsten Wilson designed uniforms (optional) for the CoL children to purchase and wear. The design reflects the St Mary's logo with an emphasis on our age grouping names, Kangaroos and Joeys.

One of the main focuses for 2018 was STEM, best recognised with the centre being the recipient of the Northern Territory Little Scientist Award for 2018. The centre also participated in the [Early Learning STEM Australia \(ELSA\)](#), 2018 Pilot program. ELSA is a play-based, digital learning program for preschool children, families and educators to explore science, technology, engineering and mathematics (STEM). The ELSA Pilot included professional learning for the preschool teacher conducted in South Australia.

Staff continued to further their qualifications and skills by engaging in either formal studies and training courses throughout 2018. Staff have undertaken considerable professional learning with programming and planning, supported by Lisa LeGros from the Catholic Education office.

Funding of \$11,500 was received from the NT Long Day Care Upgrade Grant for upgrades to the playground to install a soft fall sand pit and artificial grass in the playground. These works were undertaken in the October school holiday break.

Compliance assessment of CoL took place in November with QECNT with the centre meeting all compliance requirements.

A new Assistant Director, Mr Hup Lye was appointed in November 2018 with the resignation and departure of Kirsten Wilson whose family has relocated to New South Wales. Staff meetings continue to be held fortnightly which included weekly meetings between the director and assistant director



Policy Development and Review

In 2018, St. Mary's school staff and School Board reviewed and ratified the following school policies: Homework Policy, Positive Behaviour Policy and the Sunsmart Policy.

The school participated in School Improvement Renewal Framework assessment. The assessment panel included Greg O'Mullane, Lindsay Luck, Chris Pollard, Laura Avery, Br Daniel Hollamby, Liz Hockey, Fr Ched and Ms Clalia Mar. The review included an assessment of Catholic Identity, Teaching and Learning and Leadership. The panel report affirmed the school culture and assessed the school as meeting all requirements.

Parent Involvement

Parents at St. Mary's are actively involved in all areas of the school. Parent Information evenings were held early in Term 1, providing parents with an overview of the curriculum and teacher expectations. Class newsletters are sent home at the beginning of each term, providing curriculum overviews for the term and an outline of class events. Parent teacher student goal setting evenings were held in Term 2 and Term 3, providing parents with an opportunity to meet with classroom teachers to discuss their child's progress and to set learning goals.

Parents actively support the teaching and learning program by assisting in classrooms, participating in whole school events, being involved in the Parents and Friends and coaching school sporting teams. Families are invited to attend school Liturgies, events and assemblies on a regular basis. Parents are formally invited to attend school assemblies when their child is receiving class awards, a special certificate or a Principal's award.

Our Parents and Friends committee were very active throughout 2018, organizing social and fundraising events including Family Fun Nights, Easter raffle and the school Colour Run. The P&F purchased fridges for some classrooms and big books for the library and classroom use. A cheque for \$20,000 was also handed over of funds raised has been allocated to upgrading the playground in 2019.

Parent Representatives were assigned for each class. The representatives are a valuable link between home and school, communicating with families via email in relation to school and class events. Community events organized by our P & F assist greatly in the building of a positive, warm and welcoming school environment.

Parents were also valuable members of our school board with five parents being actively involved in 2018.

An Annual Thanksgiving Dinner was held in Term 4 for our P & F and School board parents, thanking them for their commitment and support for St Mary's. The work of Terri-Ann Maney (Board Member) and Leanne Brennan (P&F) were particularly acknowledged as they depart the school at the end of 2018.



Parent feedback is received both informally and formally at St. Mary's Catholic Primary School. Feedback is gathered through discussions, Parent and Friends and School Board meetings and parent teacher meetings. Formal feedback was received through monthly School Board meetings and a Parent survey that was sent home to all families in Term 4. There were 42 respondents to this online survey.

PARENT SURVEY NOVEMBER 2018	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Relevant and meaningful learning opportunities are provided for my child	42%	44%	12%	2%	
St Mary's is a warm and welcoming community	50%	48%	2%		
The Catholic Identity of St Mary's is evident through displays and the general conduct of the school	45%	55%			
My child is expected to take responsibility for his/ her behaviour and learning	43%	50%	7%		
St Mary's provides opportunities for parents and carers to be involved in the school.	24%	68%	7%		
Parent and carer inquiries are responded to appropriately by the school	36%	43%	14%	7%	

'Our children have been supported by their teachers in all aspects of their school life, academically, socially and emotionally,' parent, Leanne Brennan.

'We have been impressed at the level of passion of the teachers, the beautiful sense of community, positive approach to behaviour and the focus on wellbeing. We were hoping our kids would be ok with our move but instead they have thrived! One of our children even became a recording artist with the choir! St Mary's is particularly good at recognising and working with every child's talents.' parent, Jenny Davenport

The results from both the informal and formal feedback are used to inform school improvement plans for 2018 and beyond.



St Mary's Catholic Primary School			
Recurrent income 2017	Total	\$ per student	
Australian Government			
State/Territory Government			
Other sources			
Total gross income			

Future Priorities

From the work this year on our Strategic plan and in line with our school improvement goals, the following areas have been identified as priority areas for 2019:

1. Instructional Coaching to improve teacher practice
2. Continued implementation of Envision Maths throughout the school
3. Digital Technologies curriculum and integration into the classroom
4. Continued analysis of data and use of quality numeracy practices to enhance teaching and learning outcomes
5. Promoting strong links between Parish and wider community
6. Supporting students, staff and families with their faith development
7. Spelling program - investigate and explore best practice.
8. Differentiation of instruction to cater for individual student needs across the school and to challenge students with potential
9. Professional learning team meetings where teachers use peer coaching initiatives reflect on practice, work collaboratively, and share insights with colleagues.
10. Science, Technology, Engineering and Maths initiatives (STEM), including robotics and coding sessions for students in Years 3-6.
11. Whole school social/emotional wellbeing program *You Can Do It*
12. MJR
13. Training for staff in MacqLit, Mini Lit and PreLit- to support students at risk in literacy
14. Working with Catholic Education Northern Territory to market and promote the school.
15. Mappen - curriculum planning tool



The information in this report has been verified and the priorities endorsed by the Director of Catholic Education.



A handwritten signature in blue ink, appearing to read "Megan Evans".

21 March 2019

Ms Megan Evans
Acting Principal

A handwritten signature in blue ink, appearing to read "Clalia Mar".

21 March 2019

Ms Clalia Mar
School Board Chairperson

Date: 12/4/2019 ,

A handwritten signature in blue ink, appearing to read "Greg O'Mullane".

Mr Greg O'Mullane
Director Catholic Education Office