



St Mary's Catholic Primary School Annual Report 2019

St. MARY'S CATHOLIC PRIMARY SCHOOL

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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.

St. Mary's Catholic Primary School

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

My role as Principal of St Mary's School Darwin started at the beginning of Term 3 2019 after the previous long term Principal, Jacqui Langdon was promoted to Deputy Director of Northern Territory Catholic Education at the end of Term 2. I was immediately made to feel so welcome in the St Mary's community. Children, parents, school staff and staff from the Catholic Education office all went out of their way to welcome me to Darwin and to St Mary's School.

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. Each individual child is 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. Our goal for each child is that they reach their potential and become contributing, engaged members of society.

Within days of settling into the day-to-day life of the school, I learned that the school's mission was to bring the above statement of intent to life. In early Term 3, we began final preparations for the External Review, which took place late in September. It was so rewarding gathering the data and related information from school surveys, and recording evidence of the St Mary's developments in recent years. The External Validation panel were most impressed with the educational offerings from St Mary's and noted that *"each child is cared for individually by a most caring and dedicated staff"*. We are proud of the work we do each day at St Mary's!

Another major event for 2019 was the School Concert, The Greatest Show. All our children, from the Early Learning Centre to our Year 6 children, were involved in a spectacular musical presented to our school community in late September. Those present were entertained for 90 minutes with singing and

dancing at an exceptionally high standard. The children were prepared and rehearsed by two of our staff and children's performances on the evening were just reward for their hard work and efforts. There were over 500 people in the audience at the Darwin Entertainment Centre and the congratulations from the audience came thick and fast after the show.

2019 saw many Playground developments. The first was an addition to our outdoor playing area on the school oval. Defence personnel worked with our Deputy Principal to develop a Sensory playground on the oval. Further Sensory Playground and Sensory Walks works were completed in early Term 4. The Sensory Walk was created and painted by our DP in her holiday and weekend time. Children made use of the developments immediately they became available and their sensory development will be enhanced because of these works.

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 2019 NAPLAN results indicate that students are working at or above the Australian Mean, which affirms our work to improve student outcomes.

We are committed to continue working with families, our Parish and Catholic Education NT in a spirit of partnership and cooperation as we continue to build a vibrant and welcoming school community.

Joe Caruana
Acting Principal

School Profile

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 2019 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 2019

Year	T	1	2	3	4	5	6	Total
Boys	16	10	13	12	16	7	11	100
Girls	12	14	10	14	13	14	15	94
Total	28	24	23	26	29	21	26	177
% Indigenous	8%							
Average Attendance: 90.6%								

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 2019, 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, Greek, British, Filipino, South African and Vietnamese. In 2019, 7% of students identified as Aboriginal or Torres Strait Islander. The second largest representation was from India (3%). 12% of students identified with a disability and 11% of students had a parent employed within Defence.

In 2019, 62% of parents enrolling their children identified as Catholic. The remainder were from other religions as listed in the table below:

Religion of parents 2019	Percentage
Catholic	62%
Christian	10%
Anglican	4%
Uniting	2%
Church of England	1%
Greek Orthodox	1%
Lutheran	1%
Hindu	4%
Buddhist	3%
Presbyterian, Muslim or Orthodox, Islam	8%
No religion	4%



Student Attendance

Average Attendance: 90.6%

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 School Mentor 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 2019

	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	0	0
Teaching Staff (including Librarians) - part time	3	1.6
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	3	3
Specialist Support-part time	9	4.5
Total	30	23.2



Teacher Standards

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

Post graduate qualifications	1
Bachelor degree or equivalent	13
Other qualifications	3

One staff member has a Graduate Certificate in Education Law.

One staff member is working towards a Masters in Religious Education.

RE Accreditation B compliance Report for 2019 reported that all staff were compliant.

RE Accreditation C 4 staff members have this accreditation and 4 more staff are working towards a Graduate Certificate in Religious Education.



Highlights of 2019

St Mary's School 2019 highlights included:

- Eucharist, Confirmation and Reconciliation Parish Celebrations
- Opening School Mass and Commissioning of 2019 staff and student leaders
- Welcome Disco
- Bombing of Darwin Commemoration Excursion (Students Yr 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 and Mass
- Remembrance Day ceremony prepared by Defence children involving whole school
- Colour Run Fundraiser
- Spirit Cup Fun Celebrations and rewards
- Playground developments

- School Concert The Greatest Show
- External Validation by a visiting Panel of educational experts
- Two staff recognised for outstanding work by Autism NT
- Yr 6 students shared lunch with the Principal and Graduation Mass and Farewell ceremony as a celebration of their completion of Primary education
- Harmony Day activities and cultural dress
- Life Education Incursion -Healthy Harold
- Reconciliation Week Incursion
- V8 Supercars excursion
- Movie Night
- Woolworths Fresh Food Discovery Tours (CoL - Year 6)
- Combined Catholic Schools Public Speaking competition
- Book week dress ups and celebrations
- Year 5 & 6 Canberra education camp
- Year 4 Camp to Territory Wildlife Park
- Father's Day Liturgy and stall
- Joffa Toon cartoon workshop for the children
- Carols in the Cathedral
- Solar Car Racing Challenge visit from international competitors
- Andrew Chinn, singer songwriter liturgical music visit
- School Information Day for families considering enrolment



School Improvement-Progress Towards SIP Goals

School improvement works in our CoL area in 2019 included the development of garden beds and shade cloth, garden edges to tidy up our garden beds, the completion of a magnetic board for children's educational pass times, a trampoline with safe surrounds and improved watering and water reticulation services. In addition to this, there were a number of playground developments including a new play structure in the courtyard.

Our Performing Arts curriculum was a highlight throughout 2019. Our whole school concert with the theme of The Greatest Show, and our Christmas Carols in the Cathedral were wonderful events for our school community, the wider community and our Parish. Children were well prepared and thoroughly rehearsed and enjoyed their performances. We were treated to some amazing individual and group performances from students of all ages. Audience support from all in our community was excellent and our children acknowledged appreciated that support.

Staff Professional Development continued to be a prime focus for 2019. Our school allocated a budget in excess of industry standard to allow all our staff, teaching and non-teaching, to be part of various Professional Development opportunities aligned with our School Improvement Plan. Staff are most appreciative of these opportunities and our children are the ultimate beneficiaries of the improved level of teaching and learning support they receive.

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. We have a school officer whose role it is to ensure these inspections are carried out with follow up on any recommendations for actions.

Following our External Validation in Term 3, our 2018 - 2022 Strategic Improvement Plan was updated. The school now has an achievable, firm direction for school improvement for the next 3-4 years. The plan is set, but is flexible enough to allow for new, unplanned initiatives that may be included in future planning processes.



Work Health and Safety

Work Health and Safety has remained a priority at St Mary's Catholic School, led by Mrs Lyn Peter and the WHS Committee. During 2019, 14 new staff completed WHS inductions and all staff employed were required to complete Catholic Education eLearning Safety modules with Catholic Church Insurances. A new module has just added to the list named Safe guarding Essentials.

38 Incident reports were completed this does not include OSHC and COL, but does include 6 minor staff injuries which only required minor 1st aid with not working time lost or Drs appt. 11 of the 32 student incidents sought medical advice, resulting in 2 required to have their cuts glued. Incidents investigations after one staff incident lead to some pavers being lifted and re-laid.

In June, CCI conducted a Concussion Forum in Darwin On Thursday 6th June, Julie Haydon, Amy-Lee Kennaway and Lyn Peter attended a Concussion Forum present by Catholic Church Insurances. At this Focus Forum, CCI collaborated with Epworth's Rehabilitation Concussion Clinic and Swiss Re. Together they provided valuable insights on how to recognise a concussion and outlined the potential long-term impacts. We now have a range of concussion resources available for us to download, including:

Concussion Fact Sheet

Sample Protocol for Schools

Post-Concussion Watch list

Concussion Incident Report Form

Concussion Forum Presentation

We can also keep up to date with the conversation at [CCI Insights](#), and access additional resources including the SCAT 5 Concussion Recognition Tool at the Australian Sports Commissions, [Concussion in Sport Australia](#) website.

9 Safety Notification forms were completed in 2019 with all except for one coming from COL. All SNFs were attended to promptly.

53 risk assessments were completed in 2019 including OSHC and COL. Covering excursions and some incursions, sporting events, swimming lessons and the Greatest Show performance and rehearsal.

Workplace Safety Inspections are carried out at St Mary's each term enabling us to comply with the requirements of the WHS Act and Regulations, and to proactively and regularly identify, assess and control workplace hazards.

Arborist Inspections were conducted in May 2019 (post cyclone season) and in September 2019 (pre cyclone season). All recommendations from both reports have been acted on.

Emergency drills were conducted on the 5th February, 22nd March, 29th August and 25th Sept. Students and staff respond to the alarms in a quick and responsible manner.

Works carried out in 2019 include:

Raised concrete path outside room 4 dug up to reveal large roots from

The Fig tree on the oval side of room 4 causing the path to rise up.

Roots removed and path re-laid.

Removal of Fig tree.

Wall removal between rooms 10 and 11 and make good the larger room.

Work required from arborist's reports carried out.

Leaking drains repaired.

WHS Induction book revised.



St Mary's leadership group in 2019 consisted of the Principal Jacqui Langdon, Acting Principal Joe Caruana, Deputy Principal, Miss Nikki Farrell; Religious Education Coordinator, Mrs Christine Ferreira; Curriculum Coordinator, Miss Tagan Koschitzki. Other staff leadership positions were in the areas of Student Leadership Dee Cois and Wellbeing, Francesca Duncan.

The leadership team met weekly to discuss administration matters, teaching and learning, staffing, strategic planning, school improvement and to formulate and implement 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 2019 the School Board consisted of 8 members including 5 parents, the Principal and Deputy Principal, and Bishop Emeritus Hurley. Ms Clalia Mar was the chair of the School Board. 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 Gauci 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, Community and Culture, Pastoral care and Wellbeing, and Catholic Identity.

Several subcommittee groups were also in operation in 2019 including

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

Our Parents and Friends Committee met monthly on Tuesdays to plan social events for the school community and to discuss fundraising initiatives. The 2019 P & F led by Justine Mitchell 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 Christmas Raffle. The committee raised over \$20,000, which will go towards playground renovations. P&F activities are reported to our School Board at our monthly meetings. 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 2019 Student Leadership Team by students and staff. The student leadership team consisted of two school captains, Sean Hagan and Lilly Downs and eight house colour captains. Their duties included leading school assemblies, leading the 4 house colors, welcoming dignitaries, organising school events and representing the school at official events and functions. The student leadership team of 2019 was overseen by Dee Cois.

St Mary's was represented by members of our Leadership Team at the Melbourne Declaration Review process in July. This was an opportunity to have some input in the updated Declaration. Our school Principal also attended a NAPLAN online roll out update in August to keep our school abreast of these ICT developments.

The **Michael Avery Leadership Formation Scholarship**, supported by Catholic Church Insurances and the CEO was introduced to support the leadership formation of a teacher within CENT for 2019-2021. Christine Ferreira, St Mary's REC was the successful recipient for 2019. Peter Zollo from CCI presented the award to Christine in June. Christine is a very deserving recipient of this award and is acknowledged and affirmed for her dedication and outstanding leadership as REC at St Mary's. Part of the award was attendance at a Religious Education Symposium in Sydney, which Christine attended along with the Principal.



Catholic Identity

As a school and faith community, we celebrated many Masses and Liturgies that 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 2019 included; Ash Wednesday, Holy Week, Our Lady of the Sacred Heart Feast Day, 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. A highlight for the school's Social Justice Squad was their involvement and support of the Vinnies Christmas gift tag appeal, which was publicised on ABC radio.

During 2019, 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. The Religious Education Coordinator attended the Make Jesus Real Conference in Melbourne and shared that learning with staff to continue to focus on connecting MJR to the vision of St. Mary's Catholic Primary School. This led to the development of the 'Spirit of St Mary's' philosophy which integrates with our Social Emotional Learning framework and PBS procedures.

Additionally, staff development in the area of Religious Education focused on integrated Indigenous perspectives. Staff participated in a professional development session that was conducted at the Catholic Education office, which focused on this area. Later in the year staff, board members and families joined 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 2019, a major focus was on high impact teaching strategies and exploring ways to best meet the needs of all students. During staff 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 MAPPEN program was purchased and implemented across all classrooms. MAPPEN provides Integrated units designed around eight rich concepts addresses Science, History, Geography, Civics and Citizenship and The Capabilities. Each eight-week sequence is fully resourced including pre-tests, immersion tasks, assessment tasks, worksheets, rubrics and inquiry ideas. Teachers are supported by videos explaining theory that underpins components of the curriculum. Teachers can record reflections and link professional standards to use as teacher identified professional development required for annual re-registration.

St Mary's implemented the Soundwaves whole school approach to phonemic spelling. Sound Waves is a systematic synthetic phonics and word study program proven to effectively teach spelling and reading skills. Staff participated in the Soundwaves Spelling Masterclass, a comprehensive full-day workshop that provides teachers with the skills and confidence required to effectively teach phonemic awareness and phonics.

Specialist teachers at St Mary's in 2019 included a dedicated Physical Education Teacher, Science Teacher, Performing Arts Teacher, Chinese teacher. 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). A highlight of the year was our biennial school concert. The students rehearsed and performed songs from 'The Greatest Show' and were highly commended for their efforts.

Teaching teams met with CEO STEM Rep to look over new planning documents and assist with ways ICT and the Technologies curriculum can be further embedded within the plans.

Bernadette Wilmore and Francesca Duncan were recognised by Autism NT for their excellent work in supporting children on the Autism Spectrum.

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.

Staff and leadership worked with Siobhan Shaikh from CEO to develop an evidence based Pedagogical Framework to inform teaching and learning at St Marys. They identified the four pillars of 'Explicit Classroom Instruction', 'Evidence Based Practice' 'Growth Mindset' and '21st Century Skills'. They audited or updated all 'Teaching and Learning' policies so they support and complement the Pedagogical Framework.

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 bank of devices. Each classroom has an interactive Prowise 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. Year 5/6 classes continue to participate in a BYOD (bring your own device) program which further integrates ICT across the curriculum.

Two teachers continued with Phase 1 of the Instructional Coaching project as coaches and completed the coaching cycle with three staff members. The coaches provided staff with professional development around 'High Impact Teaching' strategies during staff meetings.

Teachers reviewed and analysed NAPLAN, PAT, Soundwaves and other data to identify strengths and areas for improvement. Recommendations have been incorporated into the 2020 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 were planned using the Journey in Faith curriculum, which is a sequential curriculum firmly based on Catholic teachings. In 2019, Teachers trialed a number of the new Journey in Faith units, which were being developed by the Catholic Education Office. Teachers continued to plan contemporary and engaging Religious Education units in collaboration with the Religious Education Coordinator and 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 were 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 2019 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 use 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.

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.

GradeXpert was implemented for data collection, analysis and reporting. The report templates was developed in consultation with staff and GradeXpert, reporting against the achievement standards for all curriculum areas. Staff were provided with online training and the Curriculum Coordinator and DIP assisted staff with data entry, data maps and reporting.

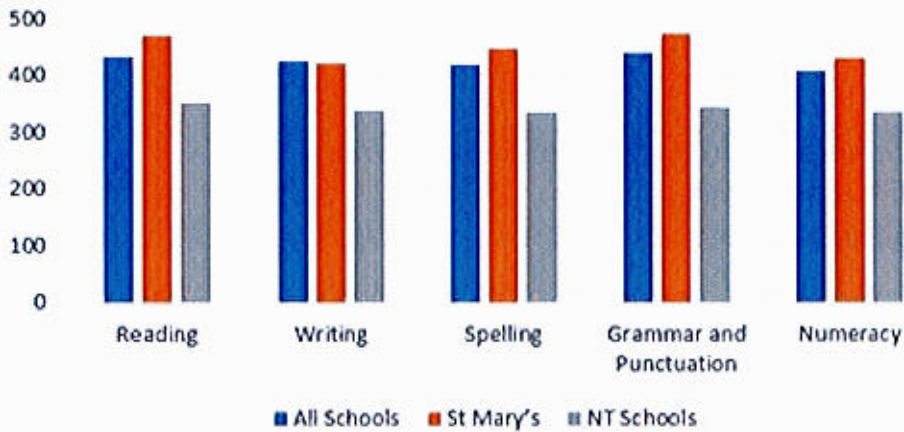
Teaching and Learning: Student Outcomes

In 2018 our school was recognised by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as having above average gains in the NAPLAN testing. The 2019 results are even more impressive with the mean for our school being above or equal to the Australian National mean in ALL test areas for Grade 3 and 5. In particular the Grade 3 students did exceptionally well in Reading, Spelling, Grammar & Punctuation and Numeracy tests. This is a true testament to the hard work of our teachers and the success of the new initiatives we have implemented at St. Mary's Catholic Primary School. This data has been analysed to determine our strengths as a school and to identify areas of need to guide the future direction and goals for 2020.

St Mary's School and National Mean Score Year 3 NAPLAN, 2019

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
School Mean	428	423	475	475	390
NT Mean	343	325	334	342	341
Australian Mean	431	414	419	440	409

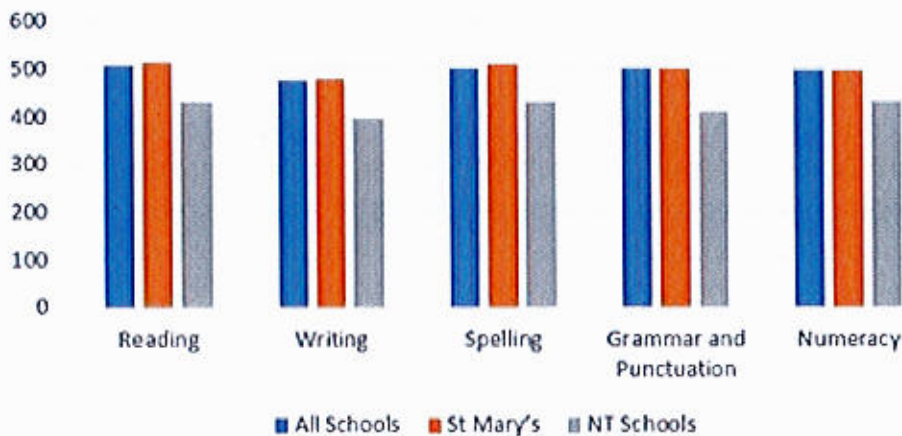
St Mary's School and National Mean Score Year 3 NAPLAN, 2019



St Mary's School and National Mean Score Year 5 NAPLAN, 2019

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
School Mean	513	477	511	500	496
NT Mean	429	395	430	410	429
Australian Mean	506	474	501	499	496

St Mary's School and National Mean Score Year 5 NAPLAN, 2019



Expanded Learning Activities

In 2019, Students at St. Mary's Catholic Primary School participated in a variety of extracurricular activities:

- ICAS competitions in areas of Science, Maths, English, Spelling and Writing
- Catholic Schools Public Speaking competition
- Year 4 Camp to the Territory Wildlife Park
- Inter-school sporting activities including cross country, swimming, athletics, basketball, netball, soccer and Australian Rules
- Class excursions
- Instrumental Programs
- St Mary's Choir
- St Mary's Boys Choir
- Homework Centre for indigenous students

The Year 5 and 6 students travelled to Canberra to enhance their learning of Australian Democracy. Highlights included tours of Old and New Parliament house, The Australian Museum, Questacon and the Australian War Memorial, including the Last Post ceremony. This opportunity was supported by a Federal Government PACER grant.



Student Support

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 Inclusion Needs (SWIN) 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.

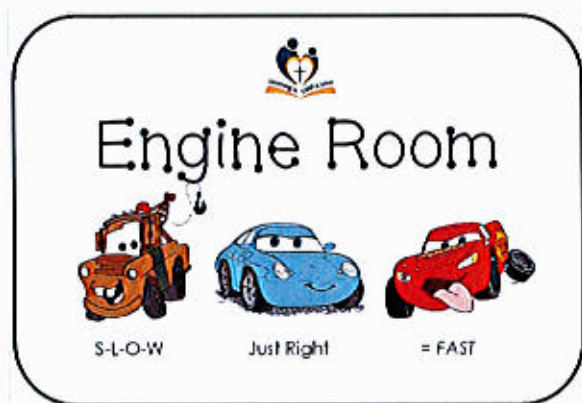
In 2019, two spaces were used to support social, emotional and academic development of students with a particular focus on the sensory needs of the student. The Zen Den was created as a space where

students could go to calm down and regulate their emotions. The room 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 Inclusion Needs (SWIN) 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.

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



Pastoral Care and Wellbeing

St Mary's Catholic Primary School Positive Behaviour 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.

The focus for 2019 has been to develop a Tier 2 Major Behaviour Checklist for students with Individual Behaviour Plans. The checklist was developed through consultation with the Inclusion Support Coordinator, Wellbeing SIRF leader and ISA's. During Term 2 the checklist was trialled in a number of select classes with feedback on adjustments for the Checklist. The Tier 2 Major Behaviour Checklist has had success for supporting students and staff during periods of unpredictable circumstances.

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. The You Can Do It program has been updated and digitalised providing staff with more current SEL approaches and resources.

During 2019 the Wellbeing SIRF leader and the REC have collaborated to develop the Spirit of St Mary's. The Spirit of St Mary's is a term to describe our unique culture, which is based on the SEL and Catholic initiatives You Can Do It, Make Jesus Real and Positive Behaviour Support. These well-established initiatives have been linked to a SEL scope and sequence to support and promote students self-awareness and self-management.

In 2019, St Mary's has embedded 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 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.

St Mary's submitted a successful application to the Federal Chaplaincy Program to have a School Chaplain 2020-2022. The role of the Chaplain will be to focus on the Pastoral Care of our students, working cooperatively with our Wellbeing Team. This team consists of our Wellbeing Leader, School Counsellor, our Defence Schools Mentor and the School Mentor (Chaplain).

Professional Learning

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

Professional learning sessions focused on high impact teaching strategies, improving reading across the curriculum, writing skills across genres and developing a priority curriculum for Mathematics. The Curriculum Coordinator, Miss Tagan Koschitzki and the Data Informed Practitioner, Mrs Christine Ferreira attended professional development facilitated by John Munroe which focused highly effective reading strategies. At the start of Term 2 all staff participated in a full day Soundwaves professional learning session to help staff utilise the Soundwaves spelling program. Staff also worked collaboratively throughout term 2 with Catherine Monahan, who worked with staff in a coaching capacity to focus on developing student writing skills.

One staff member from our Community of Learners completed the Brown Collective Middle Leaders course in 2019. Christine Ferreira; Religious Education Coordinator completed the Brown Collective Executive Leaders Course: Governance for Catholic Schools.

Another focus for professional learning in 2019 was on building the capacity of teachers utilising Instructional Coaching. Two key staff members, Miss Francesca Duncan and Miss Tagan Koschitzki, and building their capacity as coaches and they coached with four teaching staff members across the school. 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. This year's focus on Instructional Coaching had far-reaching benefits for all staff and students and as a result will continue to be a priority for St Mary's in 2020.

Staff attended a variety of workshops, staff meetings and seminars throughout 2019. 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.

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. Staff also received training and professional development around the use of GradeXpert and how to use this software for entering student data and reporting.



Children's Awards and Recognition



The Area 9 award for a student who excels in the use of ICT for their learning went to **Sean Hagan** for his consistent use of his device in ways that supported his development at school. Sean could also be relied on for support to other students with various IT issues.



Zachary Macabao was awarded the Fred Hollows award for his achievements in being an overall excellent student at St Mary's. The award was proudly presented to Zachary at Parliament House and he was a most deserving recipient.



Tiyana Mutaga received the St Mary's award for overall excellence in her time with us. Tiyana was always ready to learn in her classroom activities and cooperated well with all her teachers.



Jessica Cavenagh received awards for her achievements in Religious Education and Literacy. Jess has also been an excellent St Mary's student.



The Northern Territory Catholic Principals Association Bursary (Scholarship) was awarded to **Jake Cowdery** this year for his excellent career in Primary School education. Jake has been a model student with natural leadership skills, which he exhibited every day of his school life. Jake was always a good friend and thought of others before he thought of himself.

Staff Awards



Christine Ferreira was awarded the **Michael Avery Leadership Formation Scholarship 2019**, supported by Catholic Church Insurances and the CENT. Peter Zollo from CCI presented the award to Christine in June. Christine is a very deserving recipient of this award and is acknowledged and affirmed for her dedication and outstanding leadership as REC at St Mary's.

Francesca Duncan and **Bernadette Wilmore** were recognised by Autism NT in recognition of their excellent work in supporting and teaching children challenged by Autism. The awards were presented at Parliament House and our school community was so proud of Frankie and Bernadette.



School Improvement and Renewal Framework Award Recipients 2019

We congratulate Nikki Farrell and Christine Ferreira on being recognised for their excellence in Leadership at St Mary's. Both Christine and Nikki were outstanding while fulfilling their leadership roles at our school. Their commitment, dedication and professionalism were instrumental in the quality of education we offered at St Mary's in 2019. Nikki and Christine were part of a most effective Leadership Team at St Mary's and they helped coordinate the extensive and thorough External Validation in Term 3 while being Inclusion Coordinator and Classroom teacher and Religious Education Coordinator respectively. Christine and Nikki were worthy recipients of this prestigious award and St Mary's School community is so proud of their achievements.



Early Learning Centre - COMMUNITY of LEARNERS

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 2019 the Community of Learners continued to grow and strengthen in reputation, reaching 21 full time enrolments and 21 part time enrolments in November 2019. Preschool sessions are conducted with a qualified early childhood teacher each morning from 9.00am-12.00am.

The majority of children from the Community of Learners enrolled in our Transition class at St Mary's Catholic Primary School. Of the 22 children enrolled in Transition in 2020, 18 of those children came from St. Mary's Community of Learners in 2019. 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, school concert, Carols and Mother's and Father's Day stalls.

The centre participated in the Early Learning STEM Australia (ELSA), 2019 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 Queensland.

Educators continued to further their qualifications and skills by engaging in either formal studies and training courses throughout 2019. Educators have undertaken considerable professional learning with programming and planning, supported by Lisa LeGros from the Catholic Education office.

Special thanks for the donated items from the Importer Shop. We managed to sell some items for the fund raising effort during the movie night. We raised a total of \$377.50 within 2 hours and this money was used to purchase a 3.1m/10ft diameter trampoline, which we placed in our fairy garden.

A new Early Childhood Teacher is to be appointed in January 2020 with the resignation and departure of Jess Nissen whose family has relocated to Victoria. Staff meetings continue to be held fortnightly which included weekly meetings between the director and assistant director



Policy Development and Review

In 2019, St. Mary's school staff and School Board reviewed and ratified the following school policies: Bus Conduct Policy, Sun Protection Policy and Procedure, Kiss and Go Policy and Procedure and the Made in the Image of God Policy.

The school participated in an External Review process as part of School Improvement Renewal Framework assessment. The assessment panel included Sharon Duong (Chair), Emeritus Bishop Eugen Hurley, Ross Prout, Gail Smith and Br Daniel Hollamby. 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.

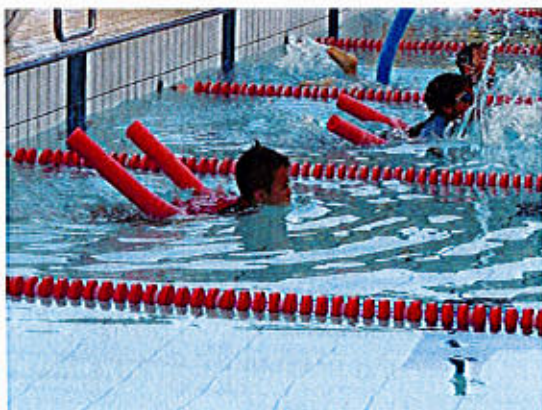
Parent Involvement

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 2019, organising social and fundraising events including a Welcome Disco, Easter raffle, Family Movie Night and the School Colour Run. The P&F have donated funds to each end of term Spirit House Cup Fun Day, purchased a large statue of Mary for our Memorial Garden, and donated funds to each classroom, including PE, Science and CoL, for the purchase of equipment, along with various other donations as needed. A cheque for an additional \$20,000 of funds raised throughout the year, was also handed over, to go towards the purchase of new classroom furniture.

Community events organised by our P & F assist greatly in the building of a positive, warm and welcoming school environment, inclusive to all. Parents were also valuable members of our school board with five parents being actively involved in 2019. An annual Thanksgiving dinner was held in Term 4 for our P & F and School board parents, thanking them for their commitment and support to St Mary's. The work Kathy Mavros (P&F) was particularly acknowledged as she departs the school at the end of 2019.



Parent/carer, parent and student satisfaction with the school

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 gathering as part of the External Validation in Term 3. There has also been constant reminding and informing of parents regarding the new school times starting in 2020. The results from both the informal and formal feedback are used to inform school improvement plans for 2019 and beyond.

Why we chose (and love) St Mary's Catholic Primary School

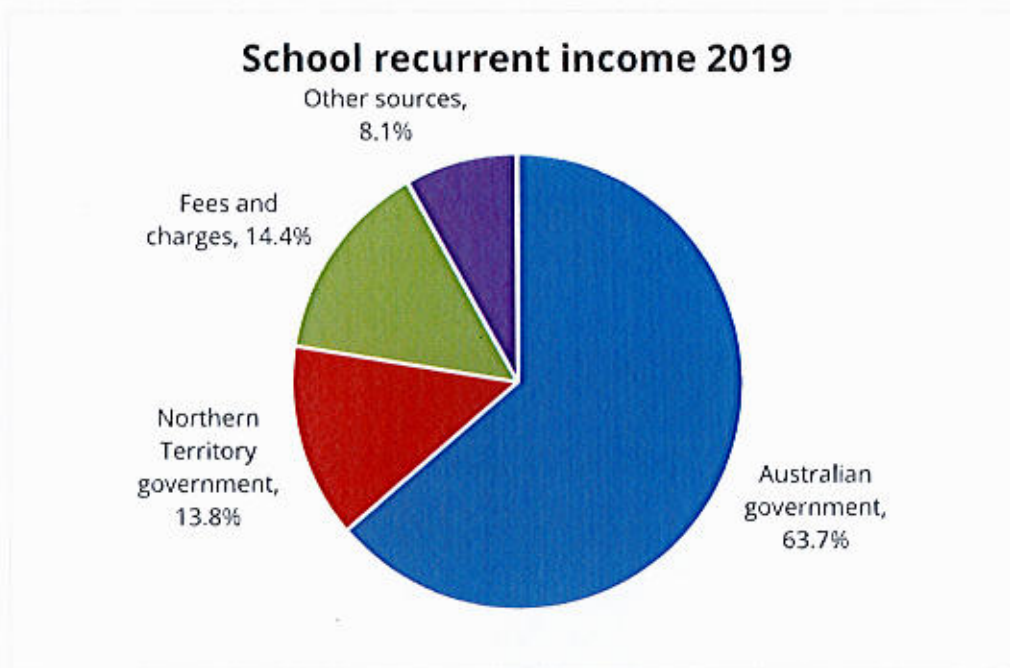
When we were looking for the most suitable primary school for our children, we visited many schools across Darwin, but it was St Mary's Catholic Primary School that stood out as the clear choice for us. From the moment we walked into the school office, we were met with warmth and the staff were so welcoming. It is obvious that every child is valued, and you can see this every day in every classroom where the teachers are supportive of all children's individual needs.

The school takes a holistic approach, nurturing all elements of the student. It has been wonderful to watch our children flourish in this environment. We are very impressed with the spirit of the school and believe this is a reflection of the great leadership and wonderfully talented and caring school staff.

Jodi and Jason Cowdery



St Mary's Catholic Primary School		
Recurrent income 2019	Total	Proportion
Australian Government	\$1,723,570	63.7%
State/Territory Government	\$373,920	13.8%
Fees and charges	\$389,512	14.4%
Other sources	\$218,155	8.1%
Total gross income	\$2,705,157	100%



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 2020:

1. Continue Instructional Coaching to improve teacher practice
2. Continued implementation of Envision Maths throughout the school
3. Investigation of age appropriate pedagogy in Early Years Education
4. Digital Technologies curriculum and integration into the classroom
5. Implement ICT school audit recommendations within budget limitations
6. Time and opportunity for the new Leadership Team and other new staff at St Mary's to settle into their new workplace and or charism
7. Data Informed Practitioner to continue analysis of data and use of quality literacy and numeracy practices to enhance teaching and learning outcomes
8. Promoting strong links between Parish and wider community
9. Supporting students, staff and families with their faith development
10. Spelling program - investigate and explore best practice.
11. Differentiation of instruction to cater for individual student needs across the school and to challenge students with potential
12. Professional learning team meetings where teachers use peer-coaching initiatives reflect on practice, work collaboratively, and share insights with colleagues.

13. Science, Technology, Engineering and Maths initiatives (STEM), including robotics and coding sessions for students in Years 3-6.
14. Whole school social/emotional wellbeing program *You Can Do It*
15. MJR future continued development of this program throughout the school
16. Training for staff in MacqLit, Mini Lit and PreLit- to support students at risk in literacy
17. Working with Catholic Education Northern Territory and our school community to market and promote the school.
18. Continuing implementation of Mappen - curriculum planning tool

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




Mr Joe Caruana
Acting Principal


Ms Clalia Mar
School Board Chairperson

Date: 19/3/2020


Mr Greg O'Mullane
Director Catholic Education Office

24/3/2020