Principal’s foreword

Introduction
Our school is as a community based on the belief and faith in God. Catholic faith and tradition will be nurtured through prayer, liturgy and the sacraments. We will give the highest priority to the message of Jesus Christ, which is one of Truth, Love and Service.

The school achieves its mission by recognising each child as an individual, unique and valuable. Each child will be helped to reach their potential in a range of key learning areas that promote the development of the whole person. We strive to bring together school, home and parish in a caring community and will support the family in its role of primary educators of their children.

The Sisters of St Joseph established St Mary’s Catholic School, Bowen in 1872. It is the oldest Catholic school in the Townsville Diocese. The Sisters of St Joseph were recalled to Sydney in 1879 and the school was administered by a Diocesan order,
the Sisters of the Holy Family, until 1885, when the Sisters of Mercy arrived to begin a presence in the Bowen community that continues today. A lay Principal and staff now administer St Mary's Catholic School.

School Renewal, Strategic Planning and Annual School Improvement

The Characteristics of Effective Catholic Schools is the guiding document of the TCEO schools linking the processes of planning, implementation and review for the purpose of enhancing the quality and effectiveness of Catholic Schools. Through the Characteristics of Effective Catholic Schools each school can monitor its effectiveness, focus on strategies for improvement and fulfil its accountability responsibilities to various entities.

Mission and Purpose

- To develop the Catholic Identity of the school within the Leuven Project context.
- To develop a plan for improved Parental engagement.
- To continue to implement a Marketing Plan to increase student enrolment at the school.
- To increase and strengthen the Parish, School partnerships
Climate Conducive to Learning

- To identify high performance strategies to improve outcomes for students.
- To ensure schools embed some or all aspects of the Indigenous Education Action Plan in their Annual School Improvement Plan.

Emphasis on Learning

- To increase teacher capability to improve student learning.
- To embrace the best practices to develop all aspects of the Australian Curriculum.
- To engage in and best utilise data and activities provided by the Early Years Project.
- To provide activities to improve the well-being of staff across the school year.
School Profile

System: Catholic Education (Diocese of Townsville)
Coeducational or single sex: Coeducational
Year levels offered: Prep – Year 6

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>34</td>
<td>41</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

<table>
<thead>
<tr>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>7</td>
<td>14</td>
<td>7</td>
<td>9</td>
<td>15</td>
<td>9</td>
<td>75</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive Curriculum offerings

St Mary's Catholic School Bowen continually looks for programmes and/or processes that will add value to the educational experience of each and every child. Opportunities for children are also sought to ensure a holistic education is given to each individual student. Our school endeavours to support and provide educational, cultural and spiritual opportunities for all. We design a curriculum that reflects the needs and interest of students in line with Townsville Catholic Education and Government initiatives/policies.

- St Mary's curriculum covers all nine Key Learning Areas made up of RE, English, Maths, SOSE, History, Science, HPE, Technologies, Science, The Arts and Cultural Studies
- Physical Education and Music/ Drama are offered by specialist teachers
- The school has an excellent ICT program with interactive whiteboards and computers in every classroom. We have laptops and Chromebooks from Years 1 - 6 and ipads and laptops in our Prep classroom to support student learning
- Learning Support Teacher
- All Year 6 students are involved in a the Leadership Program
- Regular visits from the Townsville Catholic Education Office Guidance Officer
- You Can Do It - Social Developmental Program for students, staff and parents
- Seasons for Growth Programme to help students deal with change and / or loss
- Doorway into Practical Literacy Program (DIPL) embedded as a whole school approach across Years Prep-6

Extra curricular activities

- OptiMinds
- Mini Vinnies
- Interschool Sport
- Stephanie Alexander Kitchen Garden Program
- Excursions
- Years 5/6 Camp
- Seasons for Growth Program
- Under 8’s Week Activities
- School Fun Run
- NAIDOC Week celebrations
- Swimming and Athletics carnivals
- Reef Guardian School
- Choir lessons
- Mulkadee
- Quest for Knowledge
- Homework Club
- Photography Club
- Soup Kitchen/ Sleepover
- School discos
- Family STEM events
How Information and Communication Technologies are used to assist learning

The use of Information and Communication Technologies is incorporated into all aspects of the school environment. All classrooms have Edu Touch Panels to support classroom teaching. Students are allocated a laptops and/or Chromebook, which are housed and charged for Years 1 to 6. Our Prep classroom utilise iPads, laptops and iPods to support their learning. All subject programs have incorporated the use of ICT to enhance student learning and teachers have completed professional development to increase their competency in the use of ICT in the classroom.

Social climate

St Mary's Catholic School prides itself on a positive and nurturing atmosphere where all students value respect for SELF, OTHERS and the ENVIRONMENT. All children are provided with many opportunities to develop their talents (e.g., variety of specialists programs, individual music lessons, OptiMinds, Quest for Knowledge, swimming lessons and interschool sport). We use the Social Developmental Program called You Can Do It (YCDI) which identifies 5 key areas that assist children to become successful learners. These are Getting Along, Confidence, Organisation, Resilience and Persistence. Through the use of behaviour modifying language the program assists in identifying emotions and how they influence decision making. It assists students to identify good (and bad) habits used when working and achieving at school. The program then further promotes positive relationships and social responsibility.

Strategies/programs to respond to bullying include:

- You Can Do It
- Seasons for Growth
- Anti-bullying week
- Social Skills program with Guidance Officer
- Centacare “Buddies” program
- The Mary’s Way School Wide Behaviour Plan
Parent, student and teacher satisfaction with the school

The parent and teacher satisfaction results are gathered using voluntary participation in a radii survey.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents satisfied with their child/ren’s progress at this school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of Year 5 – Year 6 students satisfied with their learning at this school</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of teachers satisfied that this school provides educational programs that enable students to learn</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of teachers satisfied with the educational progress of students at this school</td>
<td>100%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

In addition to St Mary’s Catholic School’s welcoming atmosphere, a number of strategies are used to encourage parents to become involved in their child’s education. Ongoing communication between the classroom teacher and parents is encouraged with letters sent home at the beginning of each term outlining the learning foci in each curriculum area. This enables parents to support student learning at home through discussion and assistance with homework tasks. Teachers regularly invite parents to assist with various learning programs such as Support-a-Reader, IT programs and Guided Reading sessions. Information sessions and parent interviews are offered for parents.

The school has an active School Board and Parents & Friends Association. The Parents and Friends Committee are working with the Principal to introduce activities and events which encourage parental engagement in student learning.

The P&F and school work in close collaboration to raise funds to assist student learning. The focus of our P&F is on engagement, rather than on merely fundraising ventures.
Reducing the school’s environmental footprint

Use of an environmental audit and attention to its recommendations is included in the renewal cycle which is part of the life of TCEO schools. In 2019 we will be entering into Phase 3 Solar.

School Finances

For school income broken down by funding source: please refer to My School – School Finances
Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>8</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>5.4</td>
<td>5.7</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Number of Teachers and School leaders</th>
<th>Percentage of teachers and school leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree</td>
<td>7</td>
<td>87.5%</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Qualifications of Teachers

- Bachelor: 87.5%
- Diploma: 12.5%
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was $2,257.

The major professional development initiatives for 2018 are as follows:

- St Mary's Learning Framework & Curriculum Planning
- Compliance/ Induction
- TCEO Staff Compliance PD 2018
- Theology of the Human Person
- Catholic Identity - Three Worlds of the Text
- Reflective Practice Day 2018
- BETTER with Jenny Nayler
- Leading with Integrity for Excellence (LWIE)
- APRE Conference
- Dadirri - Deep Listening Retreat
- Indigenous Education - Position Statement
- Safe Persons Training 2018

The involvement of the teaching staff in professional development activities during 2018 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 84% in 2018.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2018 school year.
Key student outcomes

Attendance

Student attendance - 2018
The average attendance rate for the whole school as a percentage in 2018 was 92.9%.

Student attendance for each year level

<table>
<thead>
<tr>
<th></th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>93.6%</td>
<td>92.9%</td>
<td>93.1%</td>
<td>91.9%</td>
<td>93.8%</td>
<td>92.8%</td>
<td>92.2%</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school
The school contacts the parents/guardians of each unexplained absence on the morning that the student is absent. A TXT or phone call is made to the parent/guardians of those students who are regularly absent from school. Then the TCEO procedure is followed if no explanation is given.
Achievement – Years 3 and 5.
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5.
NAPLAN results are also available from My School website

Year 3

<table>
<thead>
<tr>
<th>Test Area</th>
<th>Average Score for School</th>
<th>Average Score for Australia</th>
<th>Percentage of Students at or above the national benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>501.2</td>
<td>433.8</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>415.5</td>
<td>407.2</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>471.1</td>
<td>417.8</td>
<td>100%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>506.2</td>
<td>431.7</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>446.6</td>
<td>407.7</td>
<td>100%</td>
</tr>
</tbody>
</table>

Year 5

<table>
<thead>
<tr>
<th>Test Area</th>
<th>Average Score for School</th>
<th>Average Score for Australia</th>
<th>Percentage of Students at or above the national benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>529.1</td>
<td>509</td>
<td>9.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>453</td>
<td>464.6</td>
<td>9.3%</td>
</tr>
<tr>
<td>Spelling</td>
<td>483.2</td>
<td>502.5</td>
<td>87%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>493.9</td>
<td>503.6</td>
<td>9.3%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>505.5</td>
<td>494.2</td>
<td>100%</td>
</tr>
</tbody>
</table>