The school’s mission
St Mary’s School recognises the unique value of individual children and encourages them to strive to reach their full potential, in all areas of their primary school years.

We seek to deepen the relationship between the individual child and God, developing and celebrating each child’s faith and giftedness within the local community.

The school endeavours to foster open, honest communication, based on Christian ideals, between all members of the school community.

Distinctive curriculum offerings
All Key Learning Areas ie Religious Education, Mathematics, English, Health and Physical Education, Science, History and Geography, LOTE, The Arts, Technology and Information and Communication Technologies, are taught across the seven year levels. The syllabuses for these key learning areas are developed by ACARA and QCAA.

Religious Education is the ninth key learning area and the Toowoomba Religion Curriculum is implemented through support from Toowoomba Catholic Schools Office. This curriculum has the twin dimensions of Religious Education and the Religious Life of the School. Teachers plan, teach, assess and report using all of these guidelines.
St Mary’s School has a learning support teacher who assists our classroom teachers to cater for the needs of students with learning difficulties. As well as providing professional support to classroom teachers, the Learning Support teacher withdraws students for small group or individual work and organises support programs administered by teacher aides. The work of the learning support team is enhanced by access to advisory teachers who visit the school regularly and are always readily accessible via video conferencing facilities.

The school has a teacher librarian and the services of an ICT technician. This ensures that St Mary’s School maintains a level of professional service on par with Diocesan urban counterparts.

**Extra-curricular activities**

Students at St Mary’s participate in extra-curricular activities such as:

- Catholic Education Week
- Under 8’s Day
- Grandparents’ and Friends Day
- Charleville Show contributions each May – creative art, creative writing, collage, handwriting
- Performing Arts Festival
- Year 6 camp
- curriculum related excursions
- participation in community celebrations such as ANZAC Day and NAIDOC Week
- regular masses, class liturgies and prayer assemblies
- Charleville and District and South West District Sports Association involvement
- Opti-Minds
- ICAS testing
- Rural and Remote Access Program – Instrumental Music Program (Woodwind and Strings)

**Social climate (including pastoral care and student behaviour support)**

Charleville, like many remote and rural country towns, has a keen sense of community and heavy involvement in a variety of community groups is the norm. The school year commences with a Welcome BBQ which ties in with the Charleville Community Welcome to all new residents and workers. The Parents and Friends (P&F) host a welcome BBQ to new parents and staff in the first few weeks of the school year.

In September, the annual P & F Fete raises the profile of St. Mary’s in the community and generates a substantial proportion of the P&F’s fundraising efforts for the year. It is a great social occasion within the community.

The Year 6 Farewell is also an annual affair, celebrating their final year with a family dinner. Students prepare and present a PowerPoint display showcasing the year’s activities. The Year 6 students raise funds to purchase an item to be left at the school as their legacy.

The Anti-Bullying policy and procedure is implemented through the Restorative Practices Model. Bullying issues are managed immediately as issues arise. The process encourages and enables students to become responsible self-managers of their actions. We continue to ensure that our anti-bullying procedures meet the needs of our students and community through annual review, discussion and consultation processes.

**Characteristics of the student body**

St Mary’s student body is a diverse mix of children from farming families and town occupants and therefore have a range of socio-economic circumstances.
The school enrolment includes nearly 20% Indigenous students.

Of the school population, just over 50% are baptised Catholic.

Students engage in the Catholic tradition through the Sacraments of Reconciliation, Confirmation and Communion with the help of our local Parish Pastoral Leader.

A considerable percentage of our students have a disability including Hearing Impairment, Speech Language Impairment, ASD and Social and Emotional Disorders. They are supported through services in the school and by outside agencies.

The majority of our students have commenced at Prep and continue until Year 6 and many are second and third generation enrolments.

Parent/carer involvement

Parents take an active role in the lives of their children by:
- attending the parent teacher information night at the commencement of the year
- participating in the classroom reading groups, tuckshop rosters, excursions/camps, coaching of teams
- membership on the School Board and Parents and Friends committee
- attending school liturgies, masses, prayer sessions, parish pastoral care committee, parish finance committee
- participating in the annual fete and manning stalls
- contributing to the school and the lives and welfare of the children at St Mary’s School through participation and support (financial and human resource)
- running the St Mary’s P & F coffee cart at school each week and at wider community events
- running the Uniform shop
- running the tuckshop.

School income by funding source

School income reported by the financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the MySchool website at www.myschool.edu.au.

Staff

Workforce composition

<table>
<thead>
<tr>
<th></th>
<th>Total teaching staff</th>
<th>Total non-teaching staff</th>
<th>Indigenous staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>9.3</td>
<td>5.0</td>
<td>0</td>
</tr>
</tbody>
</table>

St Mary’s School, Charleville
2017 Annual report
Page 3 of 6
Please note: A hardcopy of this annual report is available from the Principal by request.
Teacher qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>% of teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral / Post-Doctoral</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>100%</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Average staff attendance
95%

Staff retention
86%

Professional Development (participation and expenditure)
2017 School Budget Allocation: $18,000

The following information is an overview of staff participation in professional development at St Mary’s for 2017.

A considerable amount of time in 2017 was dedicated to the Diocesan Reading Improvement Strategy. Teachers from Prep to Year 4 attended four full days of intensive training and were then supported during school time. Teachers were provided with assistance from a designated school reading coach who provided modelling, feedback and planning assistance.

School Officers also received training in Reading Intervention.

Our Graduate teacher attended Professional Development provided by the Toowoomba Catholic Schools Office.

All staff participated in Bishop's Inservice Day and other Religious Education Professional Development including Caritas Mission session.

Student attendance

Average whole of school student attendance rate (expressed as %)
88.44%

Student attendance for each year level (expressed as %)

<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>Average student attendance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>87.11</td>
<td>88.98</td>
<td>86.07</td>
<td>88.21</td>
<td>90.34</td>
<td>87.54</td>
<td>88.44</td>
</tr>
</tbody>
</table>
Description of how non-attendance of students is managed by the school

Members of the Charleville community are disadvantaged due to distance. Non-attendance of students can be the result of instances such as flooding, siblings in boarding school, doctors’ appointments several hours away or daily distance travelling.

Staff ensure that students have work to complete when they are absent for extended periods of time.

St Mary’s School completes its roll in the morning and after lunch by the teachers and entered electronically by the administration staff.

If students are absent from school, parents are required to notify the school the day of the absence. In cases where the student is absent and information from parents has not been forthcoming, the parents are sent an SMS and are asked to explain the absence, giving an indication of when they anticipate the child returning to school.

If non-attendance persists, an interview with the principal is arranged.

National Assessment Program Literacy and Numeracy (NAPLAN) results

<table>
<thead>
<tr>
<th>Year 3 test results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5 test results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
School renewal and improvement

Overview of procedures
St Mary’s engages in the Excellence in Catholic Education (EiCE) school improvement process that has been in place in Diocese of Toowoomba Catholic schools since 2012.

EiCE involves the school reflecting on its effectiveness, making plans for improved teaching and learning and acting upon those. EiCE envisages the school taking five years to work its way through 24 components in the four areas of Catholic Life and Religious Education; Learning and Teaching; Leadership for School Improvement; Strategic Resourcing.

In 2017, the EiCE components the school was focussed on were Social Action and Justice, Curriculum Structure and Provision, Strategic Leadership, Compliance and Accountability.

Parent, staff and student satisfaction
Each year St Mary's engages in data gathering from parents, staff and students to assist it in evaluating the effectiveness of its educational program.

Materials provided by Research Australia Development & Innovation Institute (RADII) are used. Part of the RADII process is the collection of data regarding the overall satisfaction of parents, staff and students. Overall satisfaction responses for 2017 are shown below.

Parents
94% of parents satisfied with children’s educational progress at the school.
97% of parents satisfied that school’s educational program enable children to learn.

Staff
97% of staff satisfied overall with educational progress of student.
99% of staff satisfied that school’s educational programs enable students to learn.

Students
87% of Years 5 - 6 students satisfied with their learning at this school.