



St Mary's School, Charleville

Catholic co-educational school

Diocese of Toowoomba

Annual report 2020

Address	PO Box 323 66 Watson St Charleville QLD 4470		Phone number	07 4654 1638	
email	charleville@twb.catholic.edu.au		Principal	Michael Ward	
Year levels	Prep-Year 6		Enrolment	114	
Co-educational or single sex				co-educational	
Boarders	no	Outside hours school care	no	Vacation care	no
Contact person for information about the school and school policies			Katrina Dunne		

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 Mathematics, English, Health and Physical Education, Science, History and Geography, 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
- 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 afternoon tea to new parents and staff in the first few weeks of the school year followed by an information evening.

In May, the annual St Mary's Bingo night raises the profile of St Mary's in the community and generates a substantial proportion of the 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 student behaviour support plan 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 16% 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 P&F
- attending school liturgies, masses, prayer sessions, parish pastoral care committee, parish finance committee
- participating in fundraising opportunities
- 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 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

	Total teaching staff	Total non-teaching staff	Indigenous staff
Headcount	10	8	
Full-time equivalents	5.5	3	

Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	%
Masters	%
Bachelor Degree	%
Diploma	%
Certificate	%

Average staff attendance

%

Staff retention

%

Professional Development (participation and expenditure)

2020 School Budget Allocation: \$.

The following information is an overview of staff participation in professional development at St Mary's for 2020.

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Student attendance

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

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average student attendance rate
%	%	%	%	%	%	%	%

%

Student attendance for each year level (expressed as %)

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 teachers complete the roll electronically in the morning and after lunch.

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

The National Assessment Program Literacy and Numeracy (NAPLAN) did not occur in 2020 due to COVID-19.

Parent, staff and student satisfaction

Biannually St Mary's engages in data gathering from parents, staff and students to assist 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 2020 are shown below.

Parents

% of parents satisfied with children's educational progress at the school.

Staff

% of staff satisfied overall with educational progress of student.

Students

% of Years 5 and 6 students satisfied with their learning at this school.