

St Mary's War Memorial School West Wyalong



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Annual Report for 2007

A Message from Key School Bodies

From the Principal:

Our Vision

"Plant the Seed, Nurture the Growth, Celebrate the Harvest"

School Profile

St Mary's War Memorial School is situated in West Wyalong - a rural town with a population of approximately 3000 people and an overall Shire population of 6000. As one of the most remote Schools of the Western region of the Diocese, St Mary's qualifies as a Country Areas Program School, attracting additional resources. St Mary's was founded in 1897 by the Sisters of Mercy and now provides Catholic Education from Kindergarten to Year 10 for male and female students from within the Parish of West Wyalong and surrounding district. The township of West Wyalong is representative of a small rural community. The services include postal, police, hospital, Centacare as well as a supermarket and a number of retail outlets.

Liturgical Life and Prayer

The School community regularly participates in a variety of Masses and Eucharistic celebrations throughout the year including our Opening School Mass, Thanksgiving Mass at the end of the year, Mary Help of Christians, our three House Patrons, and other significant days. The staff gathers each week for prayer and messages, and we hold special liturgies as the need arises. We begin our assemblies and gatherings with prayer, and each class prays during roll call. Preparation for each Sacrament (Reconciliation, First Communion and Confirmation) occurs in the classroom and through meetings conducted at parish level. Both students and staff have the opportunity to participate in Retreat and Reflection days which, at times, are held in conjunction with other Catholic Schools in our diocese.

The School in the Life of the Parish and Diocese

The school is responsible for organising and leading a Parish Mass once a month. The Sacramental Program provides a link between the school and the parish as we work towards preparing children for the Sacraments. We are linked to other resource outlets to help assist our development. These resources are shared and include the CEO website (Sharepoint) and the CEO Library.

Faith Development Programs

There are opportunities for students and staff to participate in extra-curricular activities which promote and enhance faith development such as:

- Staff spirituality days;
- Retreat Programs for various classes;
- Having a weekly reflection section and prayer in the school newsletter as well as regular input from the Religious Education department;
- Primary students participate in a Peer Support Program on a weekly basis and all students who demonstrate Christian values are given awards for "Value of the Week".

Religious Education Curriculum

Treasures New and Old Unit Outlines are the basis of the RE Curriculum used at the school. We endeavour to integrate the Church seasons, sacraments and special feast days into our units where appropriate and significant.

Community Participation and Christian Outreach

St Mary's sponsors a World Vision child and our students participate in fundraising for the child's support. The teachers are willing to participate in Parish events and offer where required to assist in building a positive relationship with the Parish. The students and their families attend Ecumenical activities such as praying for rain and cancer support prayer groups, and this is encouraged by the St Mary's school community. We also support Project Compassion and Mission Week Appeals, directly supporting projects in Third World countries. Our school community has been active in supporting World Youth Day by raising funds for the Parish to use to help members go to the celebrations.

Parent Participation

Parents are informed about and kept up to date about the RE Curriculum taught at the school. We include a parental component of any Sacramental Program as we believe parents are the beginning teachers in a child's life and it is important that they guide their children through their faith journey. The invitation is always open for parents to participate in any religious celebration, and there are parents and grandparents represented at all of these events.

Teaching and Learning

Our school vision of '*Plant the seed, Nurture the growth and Celebrate the harvest*' is at the core of all teaching and learning at St Mary's. We value the individual needs of each and every student and endeavour to always sow Christian values and nurture relationships, cultivate excellence and rise to challenges, and harvest opportunities to grow an optimistic community. Our Catholic values are integrated across the curriculum so that each Key Learning Area is taught within a Catholic dimension that aims to foster attitudes and values that are life-giving and which search for meaning and truth.

A quality school-wide approach to pedagogy has been developed, implemented and fostered to ensure that our classrooms are active, constructive and engaging learning environments that link school-based learning to our students' lives and their wider communities. Our ongoing professional development program (significantly funded by the Country Areas Program) ensures that our teachers are continually acquiring new skills and are showcasing best teaching practice. Our teachers use a range of current quality educational practices including Bloom's Taxonomy, Gardner's Multiple Intelligences, THRASS and Inquiry-based Learning, to provide a differentiated curriculum which meets the individual needs of all our students.

Technology is used as an effective tool to engage students across the Key Learning Areas and has been integrated in relevant and meaningful ways into our classrooms. In 2007, St Mary's purchased and installed an Interactive Whiteboard in each classroom, with funds from the Country Areas Program and the Parents & Friends Association. Further training and development in the use of these Interactive Whiteboards will be a priority in 2008.

Key Curriculum Initiatives

St Mary's implemented a range of quality curriculum initiatives in 2007. These initiatives have been funded through the Country Areas Program (CAP), the Catholic Education Office and at school level.

Country Areas Program (CAP)

CAP is designed to assist schools and their communities to enhance learning outcomes for students in geographically isolated areas. There are three broad pathways identified to achieve the objectives of CAP: quality teaching and learning, quality improvement processes, and quality technology in teaching and learning.

In 2007, the significant CAP initiatives included: Voices of the Future, Interactive Whiteboards and Training, Leadership, Quality Teaching and Learning, Moving to Learn, Building Healthy Minds and Bodies, and Tailoring to the Individual. These programs supported extensive professional development for teachers in the areas of quality teaching, technology, engaging students in physical activity, and meeting the needs of individual learners. CAP funds also enabled the purchase of relevant resources to implement new teacher learning, and funded the Year 6 excursion to the Young Leaders Conference in Sydney.

Other Curriculum Initiatives

In early 2007, St Mary's focused on the delivery of the Personal Development, Health and Physical Education and Work Education curricula. The staff critically reflected on current practice in these Key Learning Areas, with an in depth analysis of student performance in these subjects. Staff then collaboratively planned a range of initiatives to improve the teaching and learning in these Key Learning Areas. These initiatives included professional development funded through the Catholic Education Office's School Determined Professional Development Funds, the purchase of new teaching resources, and the devotion of staff meetings to revise the scope and sequences, teaching and learning strategies and assessment practices in these subjects.

In readiness for Registration and Accreditation, staff at St Mary's also focused on the preparation and implementation of teaching programs, with a particular focus on assessment and evaluation.

From the School Board:

Once again it has been an eventful and full year for all at St Marys. It has been with pleasure I have served as the board chairman and been able to contribute in my own way to the success of St Mary's School. It is only through involvement in the school community that you find out how many people invest time, with and without remuneration, to enable the school to function so successfully. It is a close knit yet all encompassing community.

As with all communities the school consists of a dynamic and ever-changing population. The modern parent has few loyalties that transcend discontentment. Subsequently this year has seen the culmination of a process begun several years ago with the rationalisation of our senior school.

After much deliberation and with a touch of sadness the St Mary's School Board agreed to re-structure the school to a Kindergarten to Year 8 School. It was obvious, upon consultation, that this is what the majority of parents in our community sought.

The current horrific drought condition which has placed enormous financial pressure on rural communities has also contributed to the difficulties experienced by our senior school. The board is currently pursuing avenues to help those parents who will be disadvantaged by this restructure.

We as a school have an educational obligation to our students, as a catholic school, we also have a spiritual obligation to these same students. The basis of the catholic educational system is the preparation of our students for not only their future professions but also for life. I believe there is no better preparatory school for life locally than St Mary's.

I thank all those who have contributed towards making 2007 such a successful year for St Mary's School. Fellow board members, staff, students, parents, grandparents and anyone else who has contributed in any way, be it ever so small, to the continued success and well being of St Mary's School.

I look forward to working with the school community in 2008.
John Minogue, B.App.Sci(Ag) JP, Chairman

From the Student Representative Council:

In 2007, the SRC continued to support our World Vision sponsor child and we were successful in raising enough funds through our 'bake sales'. We also were able to send our sponsor child a large bundle of clothes. Again our Easter raffle was a huge success with many students winning a bag of chocolates. The SRC also continued to support "Operation Christmas Child" with many boxes being sent overseas by the St Vincent de Paul society.

Student Performance

Basic Skills Tests

School Mean and State Mean Year 3



St Mary's Central School - Year 3

Aspects of Literacy and Numeracy **Table 1: Means and Standard Deviations for Various School Groups** No. of Students: 22

| Group | | Number of students | WRITING | | LANGUAGE | | READING | | OVERALL LITERACY Writing, Reading and Language | | NUMBER, PATTERNS AND ALGEBRA | | MEASUREMENT AND DATA, SPACE AND GEOMETRY | | OVERALL NUMERACY | |
|--------------|--------|--------------------|---------|-----|----------|-----|---------|-----|---|-----|------------------------------|------|--|-----|------------------|------|
| | | | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD |
| All Students | State | 58001 | 50.8 | 8.8 | 51.3 | 7.9 | 51.5 | 8.0 | 51.0 | 6.2 | 53.3 | 10.5 | 53.3 | 9.1 | 53.1 | 9.0 |
| | School | 22 | 54.0 | 3.8 | 52.3 | 5.6 | 59.1 | 5.1 | 54.8 | 3.8 | 60.0 | 10.5 | 61.6 | 8.6 | 60.9 | 9.4 |
| Boys | State | 29647 | 49.6 | 7.3 | 50.5 | 8.1 | 50.7 | 8.1 | 50.1 | 6.4 | 54.1 | 11.0 | 53.8 | 9.6 | 53.6 | 9.5 |
| | School | 13 | 53.8 | 4.5 | 52.8 | 5.5 | 58.5 | 4.9 | 54.7 | 4.2 | 61.5 | 11.1 | 63.5 | 7.5 | 63.1 | 10.1 |
| Girls | State | 28354 | 52.0 | 8.1 | 52.2 | 7.6 | 52.3 | 7.7 | 51.9 | 5.8 | 52.5 | 9.9 | 52.9 | 8.6 | 52.5 | 8.4 |
| | School | 9 | 54.3 | 2.6 | 51.7 | 5.9 | 60.1 | 5.6 | 54.9 | 3.4 | 57.7 | 9.8 | 58.8 | 9.7 | 57.6 | 7.9 |

School Mean and State Mean Year 5



St Mary's Central School - Year 5

Aspects of Literacy and Numeracy **Table 1: Means and Standard Deviations for Various School Groups** No. of Students: 20

| Group | | Number of students | WRITING | | LANGUAGE | | READING | | LITERACY Reading and Language | | OVERALL LITERACY Writing, Reading and Language | | NUMBER, PATTERNS AND ALGEBRA | | MEASUREMENT AND DATA | | SPACE AND GEOMETRY | | OVERALL NUMERACY | |
|--------------|--------|--------------------|---------|-----|----------|------|---------|-----|----------------------------------|-----|---|-----|------------------------------|------|----------------------|------|--------------------|------|------------------|------|
| | | | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD |
| All Students | State | 58477 | 57.2 | 8.8 | 57.6 | 8.3 | 57.8 | 7.4 | 57.5 | 7.2 | 57.3 | 6.3 | 62.3 | 10.9 | 62.5 | 10.9 | 61.8 | 11.1 | 61.9 | 10.1 |
| | School | 20 | 58.9 | 5.4 | 58.9 | 8.4 | 60.3 | 5.9 | 59.2 | 5.7 | 58.9 | 4.9 | 67.3 | 9.6 | 63.9 | 6.3 | 62.8 | 9.0 | 64.1 | 7.0 |
| Boys | State | 29850 | 56.1 | 7.0 | 56.7 | 8.4 | 57.2 | 7.6 | 56.7 | 7.3 | 56.4 | 6.4 | 62.8 | 11.2 | 63.3 | 11.2 | 62.2 | 11.4 | 62.6 | 10.4 |
| | School | 12 | 56.6 | 5.2 | 55.7 | 5.3 | 58.9 | 6.9 | 57.1 | 5.2 | 56.8 | 4.4 | 66.8 | 9.8 | 63.4 | 5.5 | 63.1 | 9.7 | 63.6 | 6.3 |
| Girls | State | 28627 | 58.4 | 8.4 | 58.6 | 8.0 | 58.5 | 7.2 | 58.3 | 6.9 | 58.2 | 6.0 | 61.6 | 10.5 | 61.6 | 10.5 | 61.4 | 10.9 | 61.3 | 9.7 |
| | School | 8 | 62.3 | 4.0 | 63.7 | 10.1 | 62.4 | 3.4 | 62.4 | 5.2 | 62.1 | 3.9 | 68.0 | 9.8 | 64.6 | 7.8 | 62.3 | 8.4 | 64.8 | 8.2 |

Plot Trend Data

| Plot Trend Data | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|-----------------|--------|------|------|------|------|------|------|
| Year 3 Literacy | State | 51 | 51 | 51 | 51 | 51 | 51 |
| | CEO | 51 | 51 | 51 | 51 | 51 | 51 |
| | School | 54 | 51 | 48 | 52 | 51 | 56 |
| Year 3 Writing | State | 52 | 51 | 51 | 50 | 50 | 51 |
| | CEO | 52 | 52 | 51 | 51 | 51 | 51 |
| | School | 55 | 53 | 50 | 52 | 52 | 54 |
| Year 3 Numeracy | State | 58 | 58 | 58 | 57 | 57 | 53 |
| | CEO | 57 | 57 | 58 | 58 | 57 | 52 |
| | School | 55 | 52 | 46 | 54 | 54 | 61 |
| Year 5 Literacy | State | 58 | 58 | 58 | 57 | 57 | 58 |
| | CEO | 57 | 57 | 58 | 58 | 57 | 58 |
| | School | 58 | 57 | 58 | 58 | 58 | 59 |
| Year 5 Writing | State | 57 | 56 | 57 | 56 | 57 | 57 |
| | CEO | 57 | 57 | 57 | 56 | 57 | 58 |
| | School | 57 | 56 | 59 | 59 | 56 | 59 |
| Year 5 Numeracy | State | 60 | 60 | 61 | 60 | 60 | 62 |
| | CEO | 60 | 60 | 60 | 60 | 61 | 62 |
| | School | 60 | 64 | 63 | 62 | 60 | 64 |

National Literacy and Numeracy Benchmarks

- 100% of Year 3 students achieved the Literacy benchmark
- 100% of Year 3 students achieved the writing benchmark
- 100% of Year 3 students achieved the Numeracy benchmark
- 100% of Year 5 students achieved the Literacy benchmark
- 95% of Year 5 students achieved the writing benchmark
- 100% of Year 5 students achieved the Numeracy benchmark

In 2007, as shown above, the school's BST results were significantly higher than state averages in Year 3 literacy and numeracy. In Year 5 literacy and numeracy the gap was reduced although the school was still higher than state average.

In Year 5, over half the cohort were in the highest two skill bands for both literacy and numeracy. In Year 3, over three quarters of the students were in the highest two skill bands for both literacy and numeracy. The Year 5 cohort showed strong growth from their Year 3 results to their Year 5 results in both literacy and numeracy.

Over the last 6 years, the school has shown consistent results in both Year 3 and 5 literacy and numeracy compared to state and diocesan averages.

SNAP AND ELLA TESTS – YEAR 7



St Mary's Central School - Year 7

Table 3: Percentages in Achievement Levels

No. of Students: 14

| | | Overall Numeracy | | Number | | Measurement | | Space | | Data | | Patterns and Algebra | |
|------------|--------|------------------|---------|--------|---------|-------------|---------|--------|---------|--------|---------|----------------------|---------|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| High | State | 14363 | 27 | 14270 | 27 | 14789 | 28 | 16339 | 31 | 14784 | 28 | 13779 | 26 |
| | School | 4 | 29 | 5 | 36 | 4 | 29 | 3 | 21 | 3 | 21 | 3 | 21 |
| Proficient | State | 18345 | 35 | 18916 | 36 | 15431 | 30 | 18709 | 36 | 18477 | 35 | 16528 | 32 |
| | School | 6 | 43 | 5 | 36 | 5 | 36 | 7 | 50 | 7 | 50 | 5 | 36 |
| Elementary | State | 16110 | 31 | 14985 | 29 | 17975 | 34 | 11356 | 22 | 15000 | 29 | 14993 | 29 |
| | School | 4 | 29 | 4 | 29 | 5 | 36 | 3 | 21 | 4 | 29 | 3 | 21 |
| Low | State | 3425 | 7 | 4072 | 8 | 4048 | 8 | 5839 | 11 | 3982 | 8 | 6943 | 13 |
| | School | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 0 | 0 | 3 | 21 |

SNAP

St Mary's War Memorial School students, as indicated in the above table, have performed well in the Secondary Numeracy Assessment Programme. Our students achieved above average results in the High and Proficient Achievement levels. While in the Elementary Achievement level the school was below state average and there were no students who were below state average in overall numeracy at the Low level.



St Mary's Central School - Year 7

Table 3: Results by Achievement Levels

No. of students: 17

| Achievement Level | | Writing | | Reading | | Language | | Overall Literacy | |
|-------------------|--------|---------|---------|---------|---------|----------|---------|------------------|---------|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| High | State | 18547 | 35 | 17945 | 34 | 20437 | 39 | 18525 | 35 |
| | School | 7 | 41 | 6 | 35 | 6 | 35 | 6 | 35 |
| Proficient | State | 26305 | 50 | 27252 | 51 | 21811 | 41 | 25892 | 49 |
| | School | 9 | 53 | 11 | 65 | 9 | 53 | 11 | 65 |
| Elementary | State | 5604 | 11 | 5920 | 11 | 7097 | 13 | 6514 | 12 |
| | School | 1 | 6 | 0 | 0 | 2 | 12 | 0 | 0 |
| Low | State | 2518 | 5 | 1888 | 4 | 3630 | 7 | 1960 | 4 |
| | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

ELLA

Again as illustrated above, St Mary's War Memorial School students have performed well in the English Language and Literacy Assessment. Our students achieved above average results in the

High and Proficient Achievement levels. While in the Elementary Achievement level the school was below state average and there were no students who were below state average in overall literacy at the Low level.

School Certificate

2007 School Certificate School vs State Grading Pattern Comparison

St Mary's War Memorial School (11430)

Riverina Area



17 March 2008

| Course Name | Students in School | Students in State | School Pattern (%) | | | | | | State Pattern (%) | | | | | | |
|---|-----------------------|----------------------|--------------------|----|----|-----|----|---|-------------------|---|----|----|----|----|----|
| | | | A | B | C | D | E | N | A | B | C | D | E | N | |
| English 200 hours | 5 | 82194 | | | 60 | 40 | | | | | 13 | 25 | 37 | 18 | 6 |
| Mathematics 200 hours | 5 | 82359 | | 20 | 40 | 40 | | | | | 14 | 23 | 31 | 25 | 7 |
| Science 200 hours | 5 | 82168 | | 20 | 20 | 40 | 20 | | | | 13 | 24 | 36 | 20 | 7 |
| Australian Geography 100 hours | 5 | 82407 | | | 20 | 60 | 20 | | | | 13 | 23 | 35 | 21 | 8 |
| Australian History 100 hours | 5 | 82406 | | 20 | 20 | 60 | | | | | 13 | 22 | 34 | 22 | 9 |
| Work Education 100 hours | 5 | 2483 | | 20 | 60 | 20 | | | | | 11 | 23 | 39 | 17 | 9 |
| Agricultural Technology 100 hours | 1 | 1174 | | | | 100 | | | | | 7 | 20 | 39 | 24 | 11 |
| Industrial Technology (Timber) 100 hours | 3 | 2723 | | | 67 | 33 | | | | | 8 | 23 | 42 | 20 | 6 |
| Information & Software Technology 100 hours | 4 | 3611 | 25 | 50 | 25 | | | | | | 12 | 27 | 35 | 18 | 8 |
| Personal Development, Health and P.E. 200 hours | 5 | 56861 | | 20 | 60 | 20 | | | | | 14 | 28 | 36 | 17 | 6 |

The 5 students at St Mary's War Memorial School, as shown in the above table, have performed well in the School Certificate. In English 60% of the students achieved C or above compared to 75% from the State. In mathematics 60% of the students achieved C or above compared to 68% from the State. Compared to last year's cohort of 7 students (English 86% and mathematics 71%) this cohort has had to strive to achieve to their potential. It is necessary to keep in mind the small number of students who sat for the tests at our school when making comparisons with state averages.

Professional Learning and Teacher Standards

Teachers at St Mary's War Memorial School are committed to their ongoing professional development. In 2007, a comprehensive professional development program was designed and implemented to support quality teaching and learning. This program was funded through the Country Areas Program (CAP), the Catholic Education Office's (CEO) own professional development program, and the CEO's funding allocation to St Mary's for School Determined Professional Development. Through CAP teachers attended professional development relating to: Quality Teaching and Learning, PDHPE, Leadership and Technology. Through the CEO's professional development program, staff attended professional learning relating to quality teaching and learning, quality assessment and reporting, and spirituality. School Determined Funds enabled staff to attend professional learning opportunities relating to the quality teaching of mathematics, integrating technology into the classroom, and values education.

School Determined Professional Development Funds allowed an average expenditure per teacher on professional learning of \$463. Funding through the CAP program allowed an average of \$2100.00 to be spent on the professional development of each teacher at St Mary's. Of the 11.69 FTE class teachers all have teaching qualifications from a higher education institution within Australia.

Teacher Attendance and Retention

The average number of days teachers were in attendance at St Mary's War Memorial School in 2007 was 197.5. The total number of teaching days in a school year is 204. The percentage of teaching staff retained at St Mary's War Memorial School from 2006 to 2007 was 79%.

Student Attendance

Student attendance at St Mary's War Memorial School for 2007 was 85.98%. This is indicative of the general excellent attendance by the students. Absences usually were associated with illness or planned family leave.

Post School Destinations

Of the students who completed their compulsory years of schooling at St Mary's at the end of 2007, 60% have gone onto further education and 40% have entered the workforce.

Enrolment Policy and Profile

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website OR on the Catholic Education Office's website at <http://www.ceo.cq.catholic.edu.au/schools/enrolments/policy.htm>

School Policies

Pastoral Care is the responsibility of each member of the School community. Our Mission statement calls us to "work together in a united, caring, challenging Christ-centred environment, promoting justice for all". Our response to this challenge is the basis of our Pastoral Care Program, with respect for each person and following Jesus' invitation to 'love each other as I have loved you' as paramount. Our School community is expected to work together for the good of all and all complaints and grievances are dealt with in accordance with our policies which are aligned with the policies of the Catholic Education Office. There have been no changes to these policies during 2007. Further information explaining our Pastoral Care Program can be found in the St Mary's War Memorial Handbook, and in the Policies documentation on our School's website: <http://www.smwms.cq.catholic.edu.au>

School Determined Improvement Targets

The St Mary's Strategic Plan guides and directs our focus for the selection of targets for improvement. This plan can be viewed on our school website at <http://www.smwms.cq.catholic.edu.au>. The achievement of priorities for 2007 centred on the development of the enrichment of religious education resources with the introduction of children's picture books especially in the primary classes and the use of class sets of Mass booklets; the deconstruction of Board of Studies syllabuses and the development of curriculum documents in the areas of HSIE, LOTE and mathematics, with a special emphasis on the renewal of resources in each of these areas; and the development of whole assessment plans for each key learning area. We were successful in enriching the religious education resources and we have produced quality curriculum documents in the key learning areas reviewed. The development of whole school assessment plans in each of these key learning areas has provided a clear focus for our students. In addition to these focus areas St Mary's was the recipient of a grant from the 'Investing in our School' program as well as the 'Community Water' program. These grants from the Australian Government ensured that improvements were able to be made to classrooms in the form of a

major upgrade of the electricity in the building, new window blinds, new refrigerators for infants classrooms thus ensuring provision for nutritious lunches to be provided and cared for, seating and additional shade areas in the playground as well as the provision of water tanks to reduce the cost of watering the school's oval.

Initiatives Promoting Respect and Responsibility

At St Mary's War Memorial School the community is committed to the development of core Christian values which includes the promotion of respect and responsibility. In addition to our religious education programme centred on the Catholic Education Office's core document, 'Treasures New and Old', the school also conducted a peer support programme with Year 6 being the leaders and they worked with the students from K-5. At St Mary's the school also introduced a 'Value of the Week' Award. This award was available to all students from K-10. As part of the Western Region of the Archdiocese St Mary's was the co-recipient of a Values Education Grant from the Australian Government. During 2007 the staff participated in a spirituality day with staff from the other schools in the Western Region of the diocese. The students also participated in a 'Storyfest' which enabled them to reflect carefully on the importance of promoting values in our school community.

Parent, Student and Teacher Satisfaction

Organisational climate surveys were distributed to parents, teachers and students. From an analysis of the results of these surveys it was determined that there was overall satisfaction within the St Mary's War Memorial community. Parents agree that the teachers are enthusiastic in their approach to teaching; the staff at St Mary's are approachable and they listen to parent concerns. The students agree that their teachers help them with their work; they keep control of the class in a firm but pleasant way and they also agree that the school expects them to try their hardest and that they feel safe at school. The teachers at St Mary's War Memorial School agree that St Mary's performs at its peak; their colleagues set a good example to students and they have plenty of freedom to make their own judgments.

Summary Financial Information

A summary of the school's financial information can be accessed on the school's website.

This report was prepared by: The School Executive