

2017 Annual School Report to the Community

The Assumption School Bathurst

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Principal Mrs Sue Guilfoyle



Principal's Message

On behalf of The Assumption Primary School, I hereby submit the Annual School Report for 2017. The report provides you with statements on the nature and operations of our school, and our relationship with the wider Bathurst community.

The Assumption Primary School is a welcoming Christ-centred learning community that promotes a quality holistic education, trusting relationships and a caring and supportive environment. Our school maintains a standard of excellence in education, making use of available resources. Above all, our key mission is the education and guidance of each child's faith development, based on Gospel values.

Our school is guided by a dedicated and highly professional staff team who are focussed on the education of each student to his or her full potential. Emphasis is placed on catering for individual needs, across a range of educational opportunities. Students at Assumption have opportunities for enriched learning in all areas of their faith, their academic growth and their social development.

I encourage you to come to know more about the Assumption Primary School through this provided report.

Parish Priest's Message

A great tradition of the Cathedral Parish is the starting the school year with a Mass for all in Catholic Schools. It gives us focus on the task ahead - that all the many elements that constitute our educational endeavours are underpinned by Jesus Christ, the mystery of God, and the strength and guidance of the Holy Spirit. We reaffirm that reality for each school community at our opening school Masses. These Masses and other liturgies that are celebrated during the year make explicit our recognition of our faith in Jesus Christ and our dependence on his grace and love. This nurturing of the spiritual dimension of students' lives is also woven into the daily life of our school. The values of kindness, fairness, compassion, and justice are witnessed by all members of the school community. The ongoing struggle for all of us is to be consistent in our living of these values. Sometimes we fail, and then that other crucial Christian value of forgiveness, has to be brought forth. While we learn a lot about God, revealed by Jesus, the challenge is to apply this in our relationships and in the places we live and interact with one another.

Fr. Paul Devitt

Parent Body Message

Thank you to all our valuable volunteers, our Parents and Friends Executive and extended members who helped at our 2017 events. We raised an extraordinary amount of money for the school to use towards resources including STEM materials, library texts, sports equipment and support of our school band. Key events for the year were:

- the welcome picnic
- school discos
- Winter raffle
- Mothers' Day and Fathers' Day stalls
- trivia night
- and support for our first ever school Colour Run.

On behalf of the school community, we acknowledge and thank all members of the 2017 Parents and Friends Executive and those who attended meetings and events.

Parents also had opportunity to contribute to the redesigning our of school play spaces through participation in a Staff and Parent Working Party. This has seen the development of exciting new spaces and activities for the students to enjoy.

On behalf of the school community we thank the parent representatives on this group.

Student Body Message

Our senior students were asked to share what they thought were the best aspects of our school:

- the opportunity to learn Dance, Drama and Music
- the Easter Prayer Room was very special
- learning lots of new skills
- lots of Chrome Books and iPads to use in learning
- the Colour Run was the best part of the year
- our outdoor learning centre and kitchen garden
- the Year 6 Mini Fete is fun and it raises money to help others
- lunchtime clubs like robotics and chess
- improvements to our school like the bus shelter veranda and the SMART TVs/LCD screens.

SECTION TWO: SCHOOL FEATURES

The Assumption School is a Catholic systemic Co-Educational School located in Bathurst.

We were founded in 1952 by the Sisters of St Joseph (Perthville) to meet the needs of the growing population of west Bathurst. The Josephite traditions are proudly kept alive through our commitment to guiding the faith development of our students, maintaining high educational standards and giving life to Mary MacKillop's credo of *'Never see a need without doing something about it'*. We are blessed to have our Assumption Church onsite where we can visit as needed and where we can share community prayer and celebrations.

Our school caters for 365 students in 14 class groups. Our students enjoy well maintained and well resourced learning spaces. Students are able to use our extensive outdoor spaces including two playing ovals, basketball court and handball courts. In addition to this, they have access to an indoor gymnasium/undercroft for all weather sport time and playtimes. The Assumption School Hall is a venue that allows us to gather in comfortable surroundings for weekly assemblies, performances and community events. Adjacent to the hall, the students enjoy our well-equipped performing arts rooms where weekly music, dance and drama lessons are conducted.

Classroom learning is supported by grade excursions that expand curriculum content experiences. Excursion highlights in the senior years are the Year 5 Canberra trip and the Year 6 Christian Living Camp at Lake Burrendong. In addition to excursions, students enjoy in-school visiting groups for creative arts performances. Students also have the opportunity to participate in a full range of extra curricular activities including school band program, diocesan spelling competition, public speaking competitions, a wide range of sporting activities, choir performances, literature quizzes, the Bathurst Eisteddfod, chess competition and student leadership programs.

Students with additional learning needs are supported by our learning support staff who offer in-class support, and where applicable, specialised withdrawal programs. Students are given additional support by in-class teacher assistants. Indigenous students, and their families, are supported by the Aboriginal Education Worker. Our learning support staff, and all classroom teachers, benefit from the partnership established with Catholic Education Diocese of Bathurst in monitoring student reading achievement through the DIBELS and PAT assessment programs.

Assumption School has a strong community presence with participation in the annual ANZAC Day March, nursing home visits, community events and parish activities.

In partnership with Centacare, we are able to offer before/after school and vacation care at the onsite Assumption Outside School Hours Care (AOSHC). This is a valued service for our parents and students.

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
194	171	10	365

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office. CEDB Enrolment Policy is available from the CEDB website: www.bth.catholic.edu.au.

Student Attendance Rates

The average student attendance rate for 2017 was 93.03%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.67%
Year 1	94.35%
Year 2	93.74%
Year 3	94.02%
Year 4	92.35%
Year 5	91.24%
Year 6	91.82%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal’s leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
23	11	34

* This number includes 15 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous	4%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by Catholic Education Diocese of Bathurst. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	School organisation, planning and preparation.
Term 2	Developing learning and teaching strategies in writing.
Term 3	The meeting of Aboriginal spirituality and contemporary Catholic spirituality.
Term 4	Data Analysis Informing Learning

Two twilight meetings were conducted in lieu of one end of year Term 4 staff development day. The topics of these were:

1. SPB4L- Student Wellbeing
2. CPR Training and Certification

Additional professional development staff meetings were conducted on:

- video conferencing
- professional practice and development (NESA teacher accreditation)
- Athletics Program
- Religious Education - Godly Play, Christian meditation
- Child Protection training
- STEM (Science, Technology, Engineering, Maths)
- NAPLAN analysis
- ICT skill development, scope and sequence and NAPLAN online
- SPB4L policy development and planning

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	22
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

Assumption Catholic Primary School is a pastoral ministry of the Cathedral Parish, Bathurst. Our mission is to develop the faith of our students according to Gospel values, maintaining educational excellence, in a safe and supportive environment. Explicitly and implicitly, Religious Education forms an integral part of the total curriculum of our school. It is broader than the classroom teaching of religion, and is directed towards the personal and religious development of our students.

Students have opportunity for daily prayer and religious education instruction using the diocesan units of study. Sacramental life is celebrated through daily prayer, classroom instruction, liturgies and mass. The sacramental program is incorporated within the parish, emphasising the participation of parents, support people and our parishioners. The sacrament of Reconciliation is received in Year 2, First Eucharist in Year 3 and Confirmation in Year 6. Assumption staff and students are involved in parish ministries and activities.

The school program is aligned with the liturgical calendar with key celebrations being the season of Lent/Easter, feast days including St Patrick, St Joseph, St Mary of the Cross, The Feast of the Assumption, All Saints Day and the season of Advent/Christmas. Other significant celebrations include our Opening School Mass, Mother's Day and Father's Day. A special celebration each year is our Rosary Program in August.

In July we celebrated the Feast of St Ann and St Joachim, Jesus' grandparents, by introducing our Grandparents' Day Mass, morning tea and open classrooms. This was a very special inaugural event that will surely go from strength to strength.

This year we celebrated the 65th Anniversary of the establishment of our school. This Mass was a highlight of our year as we gave thanks for those who founded our school and who built it over these past years. Our celebration included past students from across the sixty five years and the Sisters of St Joseph were a focal point of our commemorations. We also invited past students to speak to our current students, sharing with them stories and memories of The Assumption School, helping to build an understanding and appreciation of our shared story.

Our faith is brought to life through our pastoral care and social justice outreach. Students and staff willingly undertake fundraising activities to support initiatives such as CARITAS, St. Vincent De Paul, Mission Week and community appeals.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	28.90

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The Assumption School adheres to the prescribed NSW Education Standards Authority (NESA) curriculum guidelines for all key learning areas in Kindergarten to Year 6. Teachers develop units of work that address the learning outcomes, key skills and understandings of the set syllabus areas. Courses of study develop the student's understandings and skills at their point of need; aiming for the implementation of a differentiated curriculum that recognises that all students learn at a different pace. This is further supported through the school's learning support structures for students experiencing difficulties, and through enrichment activities for those students requiring learning extension.

Our school has two specialist Creative Arts teachers who develop music, dance and drama programs for our students from Kindergarten to Year 6. This is further supported by our partnership with the Mitchell Conservatorium of Music who provide individual instrument tuition.

The sporting life of Assumption Primary School is indeed rich in opportunity for students to find their preferred physical activity. Our school has annual carnivals for swimming, athletics and cross country; participation in these can see students progress to representative school, diocesan and state teams. Students receive skills training in AFL, cricket and football. As students enter Years 3-6 that have opportunity to participate in teams for soccer, AFL, rugby union, rugby league, netball, tennis and cricket gala events.

Parents receive school reports twice a year, in June and December. These reports summarise student learning, set ongoing goals, and provide meaningful feedback to parents. These are supported by start of the year learning conversations, half yearly parent/teacher meetings and parent/teacher meetings at other times as requested by either parents or teacher.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation.

Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	69.50%	55.50%	5.10%	10.50%
	Reading	62.70%	51.60%	3.40%	10.00%
	Writing	67.80%	44.60%	0.00%	7.50%
	Spelling	54.20%	45.60%	10.20%	13.10%
	Numeracy	50.80%	39.80%	1.70%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	41.10%	34.40%	21.40%	17.50%
	Reading	41.10%	37.00%	5.40%	14.60%
	Writing	5.40%	15.80%	12.50%	19.40%
	Spelling	39.30%	34.30%	12.50%	14.10%
	Numeracy	30.40%	27.90%	16.10%	14.60%

Student Welfare Policy

Our Student Welfare and Pastoral Care Policy focuses on respect for all. We aim to develop in our students a deep respect for one another in the classroom, on the playground, at home, and in the wider community. The school works with parents to develop a successful and happy young person, and relies on their support of school programs.

Students are encouraged to accept personal responsibility for their actions, and to recognise that incidences of inappropriate behaviour have consequences. Behaviour expectations are discussed in class, at school assemblies and shared with parents in communications. The protection of the individual from all forms of harm is paramount - a responsibility and commitment from staff and parents.

A school counsellor is available to assist students and families as needed. Referral to this service is through the school.

During 2017 we conducted a review of our policy. This review included professional learning on positive psychology, resilience and 'bully proofing' our students. It is intertwined with our Student Relationships Policy.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

Discipline Policy

Our school aims to facilitate the development and experience of responsible self-discipline among students. Our policy determines acceptable student behaviour and appropriate corrective measures, intrinsically related to the principles and values of the Gospel.

Using the SPB4L framework, teachers apply class expectations, reward systems and consequences for inappropriate behaviour choices. Where students fail to follow classroom or playground expectations, they are referred executive for further discussion and action.

Parent communication is vital in ensuring that home and school work together to correct inappropriate behaviours. Therefore, parents are contacted by class teachers, or members of the school executive, to discuss major breaches of school expectations by their children.

We are pro-active in our approach to discipline, with close connections made to student welfare. The review of our policies commenced in 2017 to ensure that the needs of all in our community are being met. From 2018 we will implement the School Wide Positive Behaviours for Learning (SPB4L) framework across our school.

Student behaviour and anti-bullying are encompassed in our Student Relationships Policy.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

The students of Assumption are always reminded about the living of Gospel values of respect for self and others, and our responsibilities as people of God. These are brought to action through the way the children are encouraged to speak to others, to treat others and to present oneself.

Student leadership is fostered through in-class studies, leadership programs such as the GRIP Leadership Day in Bathurst and the Halogen Foundation's Young Leaders Program in Sydney in March each year. Year 6 students have the opportunity to take up formal leadership roles as school captains, sport captains and other leadership roles.

Our school develops in our students a strong sense of contributing to our school community, our local community and our wider world. Students have opportunity to share information at school assemblies and to lead fundraising activities such as the mini-fete and social justice initiatives.

Students across our school are encouraged to live Mary MacKillop's message of "Never see a need without doing something about it."

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

Key Improvements Achieved in 2017

1. Introduction of Christian meditation across the school.
2. Staff participation in experiences of Aboriginal story, spirituality and contemporary reflection.
3. Research, professional learning and trial of School-wide Positive Behaviours for Learning (SPB4L) framework.
4. Draft and development of Student Relationships Policy; encompassing student discipline and student pastoral care.
5. Introduction of STEM initiatives.
6. Ongoing provision, training and development of ICT resources - STEM, Chrome Books, iPads, software, apps, Google Drive, LCD screens.
7. Development of school assessment plan.
8. Development of outdoor learning centre, kitchen garden, bus shelter and playground spaces.

Priority Key Improvements for 2018

1. Fostering family engagement in prayer and liturgical experiences.
2. Providing rich experiences of the scriptures, using contemporary pedagogies.
3. Implementation of School-wide Positive Behaviours for Learning (SPB4L) framework.
4. Implementation of Student Relationships Policy.
5. Embed consistent practices across the school in the English and Mathematics, ensuring adherence to school and diocesan policies and frameworks.
6. Review opportunities, structures and directions in parent engagement in our school.
7. A focus on well being - students, staff and community.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

In March 2017, our school participated in a Catholic Education Diocese of Bathurst (CEDB) School Review. A key aspect of this was parent survey and a focus group discussion. This process identified the following major strengths of the school:

- school as an integral part of our parish
- strong Catholic identity
- an atmosphere of care for students
- engaging teaching and learning opportunities
- positive community perception
- safe, well maintained grounds and facilities.

Specific comments gathered throughout 2017 also included:

"...a success over the past two years has been the changes to the reading programs..."

"The colour run was a roaring success and an innovative and fabulous alternative to a fete."

"My daughter has enjoyed the various activities and celebrations at school that invite family members to attend."

"My son enjoys the extra curricular activities such as chess, choir, spelling bee competition and AFL skills."

"As one of ours leaves after 7 years at Assumption, may I say thank you to all the staff for their support and friendship. The sense of community remains strong and we look forward to a few more years with you all at Assumption yet."

Student Satisfaction

In December 2017, as part of preparing to nominate for student leadership positions, our Year 5 students were asked to provide feedback related to what they celebrate about our school, and what they would dream for the future. Their comments included:

Celebrations:

- Opportunities to use Chromebooks, iPads, LCD screens and Chromecast
- The new learning skills we have developed
- Lots of sporting events
- Excursions and activities such as Canberra, Mini Fete, social justice initiatives, the colour run
- Robotics activities because they are preparing us for the future
- Our outdoor learning centre and kitchen garden

Future:

- More learning activities like a drama club, art classes, interest areas
- Learning about caring for the environment
- Opportunity to use our outdoor kitchen garden and learning centre
- Meeting other schools
- Playground improvements and equipment - soccer goals, slide, shaded areas

Teacher Satisfaction

Staff complete a survey at the end of Term 3 to review the current year and set priority directions for the coming year.

Response to current initiatives were:

RE liturgy planning teams benefit liturgical experiences: 100% agreement

Competency in implementing Christian meditation: 93.8% feel competent, 6.2% require additional support

Satisfaction with Term 1 Parent/Teacher Conversations: 53% satisfied, 47% identified that changes were needed

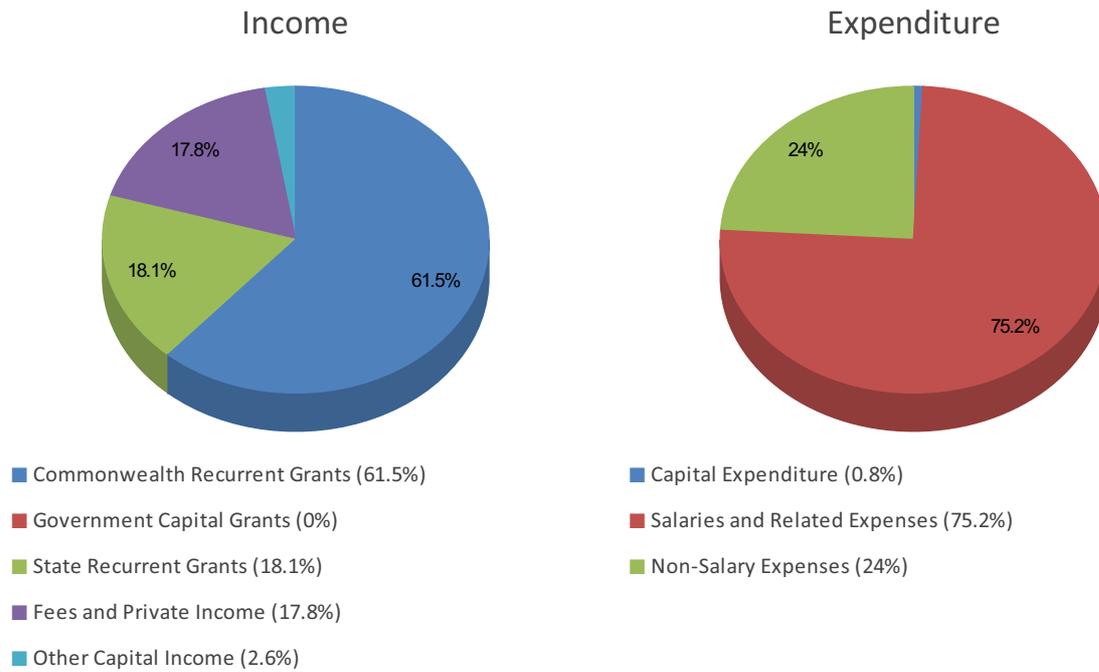
Professional development focus area of Writing: 82% felt it met their needs, 18% not relevant to their teaching role

ICT has supported learning and teaching: 77% agreed, 23% uncertain

Staff identified the following priorities for 2018:

- consolidate initiatives and directions taken in last three years (100%)

- align assessment with learning & teaching cycle and essential learnings (71%)
- well-being initiatives (71%)
- gifted and talented activities (65%)



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.