



All Saints' Tumbarumba

2016 Annual Report

Principal: Shane Griffin

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About this Report

All Saints' Tumbarumba is registered by the NSW Education Standards Authority, Teaching and Educational Standards NSW. The Catholic Schools Office, Wagga Wagga the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about **All Saints' Tumbarumba** performance measure and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the **All Saints' Tumbarumba** community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors the **All Saints' Tumbarumba** has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority, Teaching and Educational Standards, NSW requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to **All Saints' Tumbarumba** newsletters and other forms of communication. Further information about the **All Saints' Tumbarumba** may be obtained by contacting the **All Saints' Tumbarumba** or by visiting the **All Saints' Tumbarumba** website.

Section 1: Message from Key Groups in Our School Community

Message from the Principal:

All Saints' Tumbarumba School provides Catholic Education for the students in Holbrook and surrounding areas. Our current enrolment is 49 students. The school's motto is 'Pray, Live and Learn in Christ' and this provides the focus for actions of the members of our school community. Our school is proud of the students' achievements across all the Key Learning Areas (KLA's).

Each year we participate in a self-evaluation process. From this, the School Annual Report is published listing our achievements for the year and our targets for the future.

Our targets for 2017 are:

Engagement of students and families in interacting with Our Lady of Sorrows Parish

Improvement in Naplan Numeracy results

Continued improvement of students' abilities to proof read and edit their written work

Our school ensures it provides the educational opportunities available in larger schools whilst maintaining the close and supportive environment of a small school. Our school pursues excellence. This pursuit occurs across the school in classrooms and in the extracurricular opportunities made available to students. Our school has the best of both worlds. We are big enough to ensure children have a wide range of opportunities whilst small enough to foster close relationships between parents, teachers and students.

Our school boasts experienced and committed teachers who strive to achieve the best results possible for every child within our school. We have a strong emphasis on recognising and rewarding positive behaviour. As a small school, this is evident in the caring manner in which staff and students relate to each other. We are working at implementing a student welfare program based on the 'Making Jesus Real' program, supported by a Discipline Policy based on the Restorative Justice model.

As a co-educational systemic Catholic School the school operates under the guidelines and policies of the Catholic Schools Office in Wagga Wagga. We welcome all to our school community and know that children will benefit from and enjoy the years they spend in a Christian environment at our school.

Message from the Parent Body

The parent body expressed satisfaction with the running of the school, the staff and the current facilities. The parents were excited by the addition of the new administration block and the end of year school performance.

Message from the Student Body

The student body expressed that they enjoy All Saints' school especially the teaching staff, extra-curricular activities and the emphasis the school has on faith and the arts.

Section 2 : School Features/Context

All Saints' Primary school is located in the township of Tumbarumba, which is situated at the base of the Great Dividing Range.

All Saints' Tumbarumba is a systemic primary school in the Wagga Wagga Diocese and is under the direction of the Diocesan Catholic Schools Office. All Saints' primary school is 100 years old and was founded by the Josephite nuns. The original school building is now the Parish Hall. At one time the school was known as the All Saints' war memorial school.

For 2016 All Saints' finished with approximately 54 students which were in 3 classes. A K/1, 2/3/4 and a 5/6.

All Saints' is also and foremost a Parish School and plays its part in the overall mission of the Church at Parish Level. The Parish Priest, Fr Thomas Brancik, has overall responsibility of the faith development of the children.

Section 3: Student Profile

The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Indigenous	Total
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*Language background other than English

Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)† **Could the links be checked and made active to current documents** which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office.

Student Attendance and Retention Rates

Year	Attendance %
Kinder	92
Year 1	91
Year 2	93
Year 3	95
Year 4	93
Year 5	93
Year 6	92

The average student attendance rate for 2016 was 93%.

Regular attendance at school is essential if students are to maximise their potential. The **College or 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, College staff/ school staff as part of their duty of care, monitor part or whole day absences.

College/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/ College** 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;
- the Director of Catholic Schools or designated Catholic Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

Section 4: Staffing Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by NESA.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	5
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	

The following information describes the staffing profile for 2016:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
5	1	6

*This number includes x Fulltime teachers and x part-time teachers

Percentage of staff who are indigenous	0%
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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 service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Schools Office Wagga Wagga. **Please add school specific details about staff professional learning for the year.**

- **Qeli Leadership**
- **NSIT National School Development Tool**
- **Music Mentor Program**
- **Anita Chinn Online Maths (including twilight sessions)**
- **NSIT Framework**
- **REC Cluster Days**
- **Music/Singing PD**
- **Teacher Accreditation in the Teacher Standard Framework**

Section 5: Catholic Life and Religious Education

All Saints' Tumbarumba follows the Wagga Wagga Diocesan Religious Education Curriculum, **Sharing Our Story**.

Catholic Heritage: The Josephite Sisters started this school in 1888 and continued to teach at All Saints' until _____. The Josephite motto of never seeing something that needs to be done without doing something about it.

Liturgical Life of the School/ College:

- School Mass 1st Sunday each month
- Blessing at the End of Year School Mass
- Liturgical Prayer for assembly weekly

Staff and Student Faith Formation: Father Brancik visits the classes each week. On Monday morning the students gather with their teachers and Father Brancik to pray. At this time the Saint of the Week is announced. The Saints' virtue is named and we all aspire to live out that virtue during the week.

Social Justice:

- Prayer of Compassion - Lent
- Socktober
- Mission day

Professional Learning in Catholic Life and Mission:

The Diocese of Wagga Wagga Catholic Schools Office has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

Section 6: Curriculum

All Saints' Tumbarumba follows the NSW Education Standards Authority, Teaching and Educational Standards, NSW syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

General information about the type of courses offered at the **All Saints' Tumbarumba eg** VET School Based Traineeships/ Apprenticeships

Types of support for students eg homework centre, earlybird reading, external competitions,

Section 7: 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 College planning and is used to support teaching and learning programs.

The tables below show the percentage of students who achieved particular skill bands in numeracy and the aspects of literacy. The School/ College results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 6	12.5	12.5	0	12.5	12.5	0	12.5
Band 5	12.5	25	37.5	25	12.5	25	25
Band 4	25	37.5	37.5	25	25	37.5	12.5
Band 3	37.5	25	12.5	37.5	50	25	25
Band 2	0	0	12.5	0	0	12.5	25
Band 1	12.5	0	0	0	0	0	0
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 8	0	0	0	14.3	0	0	0
Band 7	14.3	0	0	0	0	0	0
Band 6	28.6	28.6	28.6	28.6	14.3	14.3	28.6
Band 5	42.9	57.1	57.1	28.6	57.1	71.4	42.9
Band 4	14.3	14.3	0	28.6	14.3	0	14.3
Band 3	0	0	14.3	0	14.3	14.3	14.3

Section 8: Pastoral Care and Well Being

Information here about your school's policy on caring for students under **Pastoral Care/ Academic Care/ Well Being:**

All Saints' Tumbarumba has a student Wellbeing policy which was written and implemented in 2014. There are plans to update the policy in 2016.

Discipline Policy:

The Discipline Policy is based on respecting the dignity of each student. Restorative practices aim to build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and heard.

Anti-Bullying Policy:

All Saints' Tumbarumba follows the Wagga Wagga Diocese Anti Bullying Policy.

Initiatives Promoting Respect and Responsibility:

Positive Behaviour Reinforcement – summary P.9 Student Wellbeing Policy.

Complaints and Grievances Resolution Policy

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Section 9: School Review and Improvement

Each year the **All Saints' Tumbarumba** develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Schools Office Annual Improvement Plan. The **All saints' Tumbarumba** engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.

Priority Key Improvements for 2017

Strategic Priority Area	Strategic Student Improvement Priorities	Student Improvement Targets for 2017	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
Catholic Life & Mission	For students to become more aware of being missionary disciples in their own world.	<i>A deeper and more meaningful connection between the school and Parish community</i>		Term 1-4	David Garstang Daniel Francis		Evidence in teaching and learning programs of biblical literacy resources being utilised. Common high order assessment tasks aligned to S&S
Pastoral Care & Wellbeing	Strengthen the school's student wellbeing program including strategies for prevention, regular monitoring and staff training and parent education;	Student Wellbeing	Develop a staff handbook for safe and supportive practices. Distribute to families of the student wellbeing policy. Creation of class norms displayed in each classroom.	End of Term 2 Term 1 Term 1 Term 1,2,3,4	Principal REC Class Teachers Class Teachers	Teachers	The policies developed end of Term 2 revised and updated week 5 Term 4.

	Monitor the school's student uniform and dress code;		Ongoing reference to class norms				
Student Learning & Pedagogy	Build purposeful Pedagogy to improve learning and teaching. Working Mathematically develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning Meet Stage Statements.	To have at least 12 months of academic growth according to ACER testing (PAT-MATHS).	Engage with CSO Targeted Teacher Project. Agreed Mathematics Teaching Practices across grades. (Planning Template) Whole school Mathematics Scope and Sequence. Targeted teacher to collaborate with teachers and co-teach Mathematics lessons. Creation of pre and post Mathematics assessments for each unit on scope and sequences. Purpose to Map on Numeracy Continuum. Implement 6 Co-Teaching Structures for Co-Teaching with Targeted	2017 ongoing Continuation from 2016 2017 Term 1 Day 1. PD 2017 ongoing 2017 Term 1 Day 1. PD. Dedicated staff meeting time every 5 weeks. 2017 Term 1, Day 1 PD. Revisiting every 3 weeks. Term 2 - ongoing.	Targeted Teacher Jemima Middleton Principal Secretary	Anita Chin Mathematics CSO professional Learning Community in Action.	Targeted teacher is employed and participates in ongoing learning and development. Use of template and agreed practise across grades. (Programs) Use of Scope and Sequence coupled with Template. (Programs) Successful Use of pre-post Assessments on data wall. Evidence of targeted improvement. Every 5 weeks staff

			<p>Teacher. Link with Australian Teaching Standards.</p> <p>Creation of Data Wall. For communication between teachers, sharing of data, monitoring of students, best teaching methods discussions.</p>				<p>meeting on Assessments and mapping.</p> <p>Use of the 6 co teaching terms. Evidence in teaching programs.</p>
<p>Strategic Leadership & Partnerships</p>	<p>Improve Vision and Mission statement to align with school profile and to backwards map school improvement strategies.</p>		<p>School Leaders including Principal to draft School and Vision statements ready for staff and community consultation. (Newsletter, App etc)</p>	<p>Term 2</p>	<p>Principal Priest School Council Teacher Rep. Staff</p>	<p>Schooling by Design.</p>	<p>Staff, students and community can readily identify Vision and Mission statements and are able to easily know and identify its purpose and meaning.</p>

Section 10: Parent, Student and Teacher Satisfaction

Parent Participation

The information below is a guide only. You may write this to suit your school.

Parents are the primary educators of their children and are always welcome at **All Saints' Tumbarumba**. 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 **All Saints' Tumbarumba** has used a variety of processes to gain information about the level of satisfaction with the **All Saints' Tumbarumba** from parents, students and teachers.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
	x	

You may use survey data or use quotes from parents about their level of satisfaction. You are not restricted to or limited by these tables

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
	x	

Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
	x	

Financial Report

