COMMUNITY REPORT 2015

SCHOOL PROFILE  (TAKEN FROM THE MY SCHOOL WEBSITE)

St Cuthbert’s Catholic School is a co-educational primary school located on Hobart’s Eastern Shore. It was established more than seventy-five years ago by the Presentation Sisters, and continues to operate today in the charism of their founder, Nano Nagle.

As a Catholic school community we are committed to nurturing each student’s love of learning as they deepen their relationship with God. As a learning community we endeavour to provide an holistic educational experience which encompasses the core curriculum areas of Mathematics, English, Science, Humanities and the Social Sciences (HASS), Health and Physical Education and The Arts. Indonesian is the LOTE offered to all classes. We also offer enrichment and supported learning programs. A suite of digital devices is available in all classes to support learning.

We nurture the spiritual dimension through our Religious Education program that permeates our values education, supports our pastoral care and guides us in our day-to-day interactions within our School community.

The School develops its social network using a variety of strategies and interventions. Positive Behaviour Support encourages students to interact with their peers and adults with the best outcomes in mind. Our Three Expectations: Be Safe, Be Your Best and Be Respectful are a part of the every day language at St Cuthbert’s.

Strong relationships are developed and sustained between students through the Buddy System that pairs the Kindergarten and Preparatory students with those in Grades Five and Six. Our School community is further strengthened, as parents are encouraged to work as partners with teachers to support students’ learning.

St Cuthbert’s offers opportunities for its students to participate in a range of extra-curricula activities. The students compete in school-based, interschool and community sporting competitions. Students have the opportunity to enter academic competitions to showcase their enthusiasm for learning. Our pursuit of The Arts culminates in a variety of student performances at different times throughout the year.
School Facts (Taken from MySchool website)

School Sector: Non-Government
School Type: Primary
Year Range: Kindergarten to Year 6
Total Enrolments: 267
Full-time Equivalent enrolments: 223
Indigenous Students: 2%
Language background other than English: 4%
Location: Metropolitan
Student attendance: 94%
Teaching Staff: 17
Full-time Equivalent Teaching Staff: 12.8
Non Teaching Staff: 13
Full-time Equivalent Non-Teaching Staff: 6.4

Other:
Catholic Enrolment: 48%
New families to the School: 29

GOVERNANCE

The St Cuthbert’s Catholic School Advisory Board assists the Principal in the management of the School. A critical element of the stewardship that the Board exercises is the responsible supervision of school resources. The Board performs a valuable service to our School community by ensuring, as appropriate at Board level, that our school meets its obligations in each of this area. In practice, this means that, in a spirit of partnership, our Board acts as advisor to the School Leadership Team. The St Cuthbert’s Catholic School Advisory Board Constitution, Section 3.4, states that the responsibilities of the Board are:

- To advise on and assist with the formulation of policy for the conduct of the School in line with TCEC/TCEO policies and Governing Council directives;
- To co-operate with and support the Principal in maintaining the School as an institute of Catholic Education;
- To contribute and assist, where possible, on matters regarded as major initiatives and/or changes;
- To liaise with the local Parish Priest and/or Parish Pastoral Council, in matters of mutual concern to the School and Parish;
- To participate in, and co-operate with, the School on the planning, research, development, implementation and evaluation of the School’s Strategic Plan;
- To contribute to the planning and management of maintenance and building programs necessary for the recurrent and long-term welfare and effective development of the School; and
- To oversee the finances of the School and the prudent use of funds, according to the provisions of this Constitution and the directions of the TCEO.

The St Cuthbert’s Catholic School Advisory Board consists of seven elected members from the School community, the Parish Priest, Father Peter O’Loughlin and the Principal, Mrs Elizabeth McDougall.

In 2015 the Board Executive was:

Chair: Mr Daniel Marr
Treasurer: Mr Andrew Brough
Secretary: Mrs Natalie Lockwood
Ordinary Members: Mrs Jane Knowles, Mr Brady Henley, Mr Matt Gilley

The St Cuthbert’s Catholic School Advisory Board meets monthly on the third Thursday of each month.
Catholic Culture & Ethos

The staff and students at St Cuthbert's Catholic School were engaged in a range of activities and experiences during 2015 designed to support and develop the catholicity of our School community:

Nurturing Staff Spirituality
- Regular opportunities for prayer and reflection.

Curriculum Development
- Good News for Living Framework
  Focus in 2015 for RE Project – Scripture
- Literacy Project
  Year 1 Focus: Oral Language
  Appointment of Literacy Leader to facilitate staff PL and classroom practice
- CET Cluster and Moderation Sessions
  Teachers attended 2 sessions for their grade level in Terms 2,4

Special School Celebrations
- Commencement Mass for students including commissioning of student leaders and staff
- Ash Wednesday Mass
- Mass for the Feast of St Cuthbert – the inaugural St Cuthbert's Scholar Award conferred.
- Nano Nagle Mass
- Edmund Rice Mass
- Feast of the Assumption
- Mass for Fathers’ Day
- Presentation Day Mass
- Thanksgiving Mass
- Holy Week/Advent liturgies

Nurturing Student Spirituality and Awareness
- Christian Meditation for the students
- Making Jesus Real programme for Gr.6s
- Caritas Leadership programme for Gr.5/6s
- World Day of Prayer
- ANZAC Day / Remembrance Day Services
- Celebration of the Sacraments of Initiation: Confirmation, Eucharist + Reconciliation
- NAIDOC Week
- Catholic Education Week

School/ Parish Links
- Staff members involved in the Parish Pastoral Council + members of the Parish
- Sacramental Team
- Weekly Parish Masses celebrated in the School Hall

Outreach Programmes
- Caritas during Lent (Pancake Day/Project Compassion)
- Staff participation in Loui’s Van roster bi-monthly
- Archbishop’s Samaritan Fund
- Fundraising for Vanuatu after Cyclone Pam
- Partnership developed through the Open the Door Foundation with a Catholic School on one of Vanuatu’s remote islands – toothbrush appeal
- St Vincent de Paul @ Christmas:
  - Children’s Christmas presents
  - Cash donations
  - Grocery hampers
- Vinnies’ Winter Appeal
- Sponsor-child through the Presentation Sisters’ Mission in The Philippines.
- Attendance at Lindisfarne ANZAC and Remembrance Day ceremonies.

**Student Learning & Achievement**

**Student Background** (Taken from the *MySchool* website)

<table>
<thead>
<tr>
<th>School ICSEA Value</th>
<th>1045</th>
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<tbody>
<tr>
<td><strong>Bottom Quarter</strong></td>
<td><strong>Middle Quarters</strong></td>
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<tr>
<td>15%</td>
<td>28%</td>
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**NAPLAN Results for 2015** (Taken from *MySchool* website):

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
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</thead>
<tbody>
<tr>
<td>National Average Grade 3</td>
<td>426</td>
<td>416</td>
<td>409</td>
<td>433</td>
<td>398</td>
</tr>
<tr>
<td><strong>St Cuthbert’s Grade 3</strong></td>
<td>429</td>
<td>405</td>
<td>413</td>
<td>412</td>
<td>403</td>
</tr>
<tr>
<td>National Average Grade 5</td>
<td>499</td>
<td>478</td>
<td>498</td>
<td>503</td>
<td>498</td>
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<tr>
<td><strong>St Cuthbert’s Grade 5</strong></td>
<td>522</td>
<td>494</td>
<td>512</td>
<td>501</td>
<td>495</td>
</tr>
</tbody>
</table>

**Other Initiatives:**

**Birth to Four Programme:** Sessions were held every Thursday from Term 3 for families with young children to launch into learning. The mornings involved creative activities, organised music sessions and exploring books, as well as an opportunity for parents to meet and network about parenting issues.

**Pre-Kinder:** Four sessions were held in October/November for students who were commencing in Kindergarten in 2016. These sessions were structured in such a way that concurrently the School’s Leadership Team was able to provide an opportunity to orientate new parents to the School community, introduce staff, Board, P&F members as well as outline the learning programme that the students will undertake.

**School-wide Positive Behaviour Support:** Embedding our Three Expectations: *Be Safe, Be Respectful, Be Your Best.*

The PBS Leader collected and analysed data that was used to implement initiatives to improve student behaviour.

**Indonesian** continued as the LOTE offered across Prep-Gr.6 classes. Students in Prep-Grade 6 participated in a 30-minute lesson each week. An Indonesian specialist teacher continued to deliver classes to Gr.5-6 students weekly.

**Grade 5/6 Experiences:**
- Overnighter at school in late February.
- Team Building Day at the Fusion Centre in Kingston
- Interstate trip to Canberra (4 days/3 nights) finishing with a day excursion around Sydney Harbour.
SOFOS
3 students from Gr.3 participated in the CET SOFOS programme. They met weekly with the teacher coordinating the programme on-site and completed weekly on-line homework tasks.

Assessment and Reporting

At St Cuthbert’s Catholic School, assessment and reporting continues to be an area of focus and change. With the changes in the curriculum, professional development as well as Tasmanian Catholic Education Office initiatives and policies, we are constantly evaluating, updating and enhancing our processes and cycles of assessment and reporting.

For educators, the primary purpose of assessment is to promote learning. Assessment informs teaching and guides the processes of learning. It provides evidence of how learners are progressing according to defined standards throughout a period of learning, as well as achievement at the end of that period. Assessment is a key feature in our planning. At St Cuthbert’s we begin with the end in mind, using a backwards-planning model. This is simply a term that means deciding upon a learning objective before writing any classroom lesson plans. Once the objectives are clear, planning teams can create a lesson or unit that will guide the students to the learning goal.

How we assess...

In planning teams, our staff from Prep to Grade Six apply the Achievement Standards that are an integral part of the Australian Curriculum to determine the appropriate outcomes for their students. Our Kindergarten Teacher utilises the Early Years’ Learning Framework to guide their planning and assessment. They then begin to design units, keeping in mind that quality assessment includes both the cognitive and affective domains. Teachers take the time to evaluate their assessment experiences, ensuring they are based on the prescribed principles from the Tasmanian Catholic Education Office. These describe how:

- Assessment is Informed
- Assessment is Purposeful
- Assessment is Authentic
- Assessment is Valid and Reliable

The assessment protocols published by the TCEO are the foundation of St Cuthbert’s Catholic School’s planning for assessment and reporting. We regularly participate in professional development and continue to develop our skills in this area. Particular emphasis and professional development has been placed on using assessment activities that are inclusive of a range of learning styles. This is intentional and integral to the planning process so that students are assessed according to defined and documented standards of achievement.

After the planning process, assessment becomes an integral part of the classroom curriculum. Teachers plan formative assessment tasks that inform planning, involve students in their own learning as well as providing timely and descriptive feedback that enables students to reflect and understand their learning. Examples used for this include photo diaries, KWL charts, journal entries, observation, questioning strategies, anecdotal records as well as self and peer assessment.

RUBRICS are also a vital part of formative assessment as we focus on giving descriptive feedback which directly relates to achievement standards and outcomes, includes opportunities for parent and student feedback and ensures students have a clear understanding of expectations, achievements and how they can advance their own learning.

Regular opportunities throughout the year are provided for teachers to meet with their colleagues in other schools in grade level clusters allow for moderation of students’ work to ensure consistency of assessment practices.
At St Cuthbert’s summative assessment is used to gauge student learning relative to achievement standards. It is used to evaluate a body of work as well as evaluate the effectiveness of the pedagogy to the alignment of curriculum. Summative assessment occurs generally in biannual reports, annual key testing, NAPLAN (Gr.3/5), PIPs (Prep) and rubrics focused on assessing a body of work.

At St Cuthbert’s we have placed specific importance on using our assessment data to inform planning as well as look at school-wide areas of achievement and learning support. We plan regular professional development to explore findings, pass on effective tools and discuss results; ensuring staff have a whole-school perspective of curriculum and assessment. This data is also used in our transition phase where we pass on results, observations, reports as well as any IEPs ready to inform staff for the upcoming year.

WHEN we assess...

Formal reporting to parents occurs three times a year as mandated by Government regulations. This includes a parent / teacher goal-setting meeting half way through first term as well as after Mid Year and End of Year Reports. Teachers also meet with parents and guardians at the beginning of the year to share learning, discuss pedagogy and routines as well as answer questions.

**Learning Environment**

**Student Attendance**
Average attendance across all classes (Prep – Gr.6) 96%

**Management of Non Attendance:**

Once a student is enrolled at St Cuthbert’s Catholic School:

- The Principal must ensure that a register of absences is kept.
- If a student is absent and no notification has been received by 9.30am, the School Office then calls the parent/carer to ascertain the reason for the absence.
- If absence continues for no reason, the Principal then contacts the parents/carers to discuss the continuing absences and to try to resolve issues to the satisfaction of all parties.
- If the absence continues and parents/carers are aware of their obligations under the Education Act, then parents will be informed that legal proceedings will be pursued if they continue to ignore their obligations. Procedure in this case will follow those recommended by the Tasmanian Catholic Education Office (TCEO).
- The Principal will inform the TCEO and will follow legal instructions given from this source.
- All Class Teachers maintain a daily record of attendance that is sent to the School Office daily. This is in the form of a class Attendance Book that lists the names of students who are absent and the reason for the absence – if known.
- If the reason for absence is unknown a member of the Admin Team calls the student’s parents/carers to seek further information.
- Records of absentees and reasons for absence are kept on file in the Student Data-Base.

**Parent Satisfaction**

The School conducts parent satisfaction surveys regularly as part of its School Improvement Process. Parents take an active role in the placement of their children in classes for the coming year. They are surveyed and consulted throughout this process.
Curriculum and Pedagogy

The following actions were undertaken during 2015:

- Planning and delivery of the Australian Curriculum in mandated subjects:
  English, Mathematics, Science, History, Geography, HPE
- Formative Assessment: implementation of strategies in classroom after Professional Learning.
- Literacy Strategy – Year 1: Oral Language
- Back-to-back release time for planning and assessment.
- Use of student performance data to inform teacher planning and practise.
- Education Officer provided by TCEO on a regular basis to support and build teacher capacity.
- The AITSL Teacher and Performance Framework gave teachers the opportunity to set personal, team and school goals.

These AITSL Standards were a focus in 2015:

5.2 Provide feedback to students on their learning
5.4 Interpret student data
6.2 Engage in professional learning and improve practice

- ICT support and extension was available to all classes from ICT Leaders one day each fortnight.
- Dance Programme was provided for all classes once a week in Term 4.
- Family Life Programme and Bravehearts
- Values Education:
  Positive Behaviour Support Policy/Protocols
  Circle Time (PBS focus)
  Buddy Programme

Co-Curricula Activities offered to students at St Cuthbert’s in 2015:

- Netball
- Football
- Swimming/Athletics/Cross Country Carnivals
  (School-based + representative teams)
- Learn to Swim Programme
- Maths Relay
- All Schools’ Cross Country @ Simmons Plains
- Primary Schools’ Triathlon @ Bellerive
- Spring Music Concert (Gr.4-6 students)
- Dance Showcase for all classes @ MacKillop Catholic College
- Early Years’ Classes present the Nativity (Kinder, Prep-Gr.1)

Leadership

School Structure

- Principal
- Assistant Principal: Learning & Teaching
- Assistant Principal: Religious Education
- Student Learning Needs Co-Ordinator
- Literacy / ICT Leader
- PBS Leader

Mrs Elizabeth McDougall
Mrs Di O’Rourke
Mr Lachlan Marsh
Mrs Ange Palermo
Mrs Deb Williams
Mrs Claire Chivers

The Leadership Team comprising the Principal, the Assistant Principals, Student Support. Literacy and PBS Leaders met weekly, with planning sessions at the beginning of each term.
Staff Meetings and PLT Meetings were held weekly, sometimes twice weekly, 3.15pm – 4.30pm, as needed. A weekly briefing was held each Monday morning at 8am. These meetings involved: Prayer, briefings, planning, professional learning and curriculum development.

**Strategic Plan**

St Cuthbert's Catholic School is committed to the sustainable school improvement. The following goals were identified for our focus and attention in 2015:

1.0 Catholic Culture & Ethos

*Vision and Mission (1.1)*
- Embed new Vision and Mission Statement
- Posters (with new graphics) developed for display in classrooms, etc
- Unpack meaning and purpose of these statements

*School Climate (1.3)*
- Raise awareness of World Missions
- Caritas focus during Lent

*Spiritual Formation (1.5)*
- Acknowledge and support Sacramental candidates.
- Continue to provide opportunities for our community to celebrate their faith in Jesus.

2.0 Leadership

*Leading the Catholic School Community (2.1)*
- Welcome and induct the new members of the Leadership Team
- Build relationships of support and empower members to work effectively in their new roles.
- Celebrate success

*Leading Others (2.3)*
- Explore further opportunities for student leadership

3.0 Learning Environment

*Student Engagement in Learning (3.3)*
- Learning environments are adequately resourced to stimulate student inquiry.
- Increase availability of ICT
- Review purpose and use of Resource Room
- Ensure resources are current and useful
- Students are provided with a variety of opportunities to stimulate student inquiry.

4.0 Curriculum and Pedagogy

*Learning/Teaching Programmes (4.2)*
- Teachers use evidence from student assessment data to inform planning and to tailor programmes that reflect student need.
- Prepare to implement the Digital Technology Curriculum (2016/7)

*Staff Professional Learning (4.5)*
- Engage with and apply learning from PL opportunities.
- Share new learning with colleagues in formal/informal settings
5.0 **Student Learning and Achievement**

Assessment, Reporting and Feedback (5.2)
- Embed Formative Assessment techniques to enhance best practice.
- Track and keep accurate records of student progress.

**Equity (5.3)**
- Ensure the needs of all students are catered for by:
  - Flexible programmes, differentiation, adequate resourcing, whole of school approach.

## Staff Information

### Teaching Staff

- 17
- 9 full-time / 8 part-time
- 2 male / 15 female

### Average attendance

- 97%

### Qualification

<table>
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<tr>
<th>Qualification</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Master of Education</td>
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<tr>
<td>Master of Educational Leadership</td>
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<tr>
<td>Master of Special Education</td>
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<tr>
<td>Master of Teaching</td>
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<tr>
<td>Bachelor of Education</td>
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<tr>
<td>Bachelor of Arts</td>
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<td>Bachelor of Teaching</td>
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<tr>
<td>Bachelor of Science</td>
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<tr>
<td>Bachelor of Human Movement</td>
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<td>Diploma of Teaching</td>
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<td>Diploma of Education</td>
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<td>Graduate Certificate (RE)</td>
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<tr>
<td>Graduate Certificate (Linguistics)</td>
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<tr>
<td>Graduate Certificate (Education)</td>
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</tbody>
</table>

### Support Staff

- 13
- 1 Business Manager
- 1 School Administrator
- 8 Teacher Assistants
- 1 Utility Officer
- 1 ICT Technician
- 1 Cleaner
- 2 male / 9 female

### Average Attendance

- 100%
POST SCHOOL DESTINATIONS

Students from St Cuthbert's Catholic School entered the following educational institutions for their secondary education at the end of 2015:

- MacKillop Catholic College 13
- St Virgil's College 6
- St Mary's College 4
- Dominic College 1
- Mt Carmel College 2
- The Hutchins School 1
- Ogilvie High School 1

FINANCIAL
ST CUTHBERT'S CATHOLIC SCHOOL
SOURCES OF INCOME 2015
Total Income $2.5 million