

2025 ANNUAL REPORT

St Mary's Primary School Corowa



2025 Annual Report (Primary)

About this Report

St Mary's Primary School Corowa (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Office Diocese of Wagga Wagga (CEDWW), (the 'Proprietor'), with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

St Mary's Primary School, Corowa Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures 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 school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that St Mary's School Corowa has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to St Mary's Primary School newsletters and other forms of communication. Further information about St Mary's Primary School may be obtained by contacting the school directly or by visiting the school's website.

[St Mary's School Corowa Website](#)

Section 1: Message from Key Groups in Our School Community

Principal's Report – 2025

As I reflect on the 2025 school year, I do so with a deep sense of gratitude and pride in all that has been achieved across our community. It has been a year marked by both meaningful school improvement and a deliberate focus on fostering a strong sense of belonging and a positive learning culture. As Principal, it has been a privilege to lead a community committed to ensuring every child feels known, valued and supported in their learning and faith journey. Together, we have continued to build a school environment where high expectations, care and connection underpin all that we do.

Our Growing Community

We began the year with energy and growth, welcoming 31 Kindergarten students into the St Mary's family. In total, our school thrived with a population of 173 students. To best support their diverse learning needs, our classrooms were structured as a blend of single-stream and

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composite grades. This approach enabled a dynamic learning environment where students could both learn from and support one another, fostering collaboration, independence and leadership.

A New Foundation: Positive Behaviour for Learning (PBL)

A significant milestone in 2025 was the introduction of our Positive Behaviour for Learning (PBL) framework. Through consultation with staff, students and families, we established three core values that reflect our Mercy tradition:

- **Belonging** – ensuring every child feels seen, safe and valued in our “school home.”
- **Kindness** – encouraging empathy, respect and compassion in all interactions.
- **Growth** – fostering a mindset where each student strives to reach their full academic and spiritual potential.

These values now underpin our school culture and provide a consistent framework for expectations, wellbeing and student engagement.

Excellence in Arts, Academics and Sport

Throughout the year, our students embraced a wide range of opportunities to shine:

- **The Arts & Public Speaking:** Our school choir achieved an outstanding 2nd place at the Albury/Wodonga Eisteddfod. In the Lions Club Public Speaking competition, two students progressed to the local finals, with one advancing to the Regional Final.
- **New Frontiers:** For the first time, St Mary’s participated in the Albury Chess Competition, entering two enthusiastic teams.
- **Sporting Prowess:** Students proudly represented the school at Diocesan and MacKillop trials. We celebrated a student selected in the MacKillop AFL team, along with a State-level representative in Hockey.

These achievements reflect both individual dedication and the strong support of staff and families.

Teaching, Learning and Faith

High-quality teaching and learning remained a central focus throughout 2025.

- **Curriculum & Staff Growth:** Teachers worked diligently to implement the new NSW syllabus, engaging in professional learning and collaborative planning. Staff also undertook training in the Sounds-Write literacy program, strengthening our approach to evidence-based reading instruction. Additional support for students was provided through programs such as the Royal Far West Program and the Centre for Effective Reading.
- **Faith in Action:** Our Catholic identity continued to be nurtured through the introduction of the Pedagogy of Wonder and Awe (POWA), enriching student engagement in Religious Education. Our strong connection with the Parish was

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evident through regular midday Masses and the celebration of the Sacraments of First Reconciliation and First Eucharist.

Strengthening our Community Bond

In 2025, we placed a renewed emphasis on strengthening connections with our wider community.

- **Catholic Schools Week:** We introduced a highly successful Open Day, welcoming prospective and current families into our classrooms to experience learning in action.
- **Celebrating Our VIPs:** Our much-loved VIP Day for grandparents and special friends continued to be a highlight. We also introduced two new events; a Mother's Day Morning Tea and a Father's Day Breakfast followed by games on the oval; both of which were warmly embraced by our community.
- **The School Art Show:** Our major fundraising and community event was a standout success. Driven by a dedicated team of parents and staff, it showcased student work alongside local artists. The event was highly successful both financially and socially, and we look forward to it becoming an annual tradition.

Throughout the year, we welcomed new staff members who brought enthusiasm, expertise and fresh perspectives to our school. We also farewell staff moving on to new opportunities. We thank them sincerely for their contribution to St Mary's and their commitment to our students, and we wish them every success in their future endeavours.

As I reflect on my first year as Principal at St Mary's School, I am struck by the strength, resilience and spirit of the St Mary's community. Together, we have laid a strong foundation for the future, grounded in our shared values of **Belonging, Kindness and Growth**.

Thank you to our staff, students and families for your ongoing support and partnership. It has been a remarkable year, and I look forward with confidence and hope to all that lies ahead.

Kind regards,

Cheryl Brigden

School Advisory Council Chair's Report – 2025

As Chair of the School Advisory Council (SAC) for St Mary's Catholic Primary School, Corowa, I am honoured to present the Chair's Report for 2025. This year has been marked by milestones, transitions, and an ongoing dedication to providing the best possible environment for our children's education.

I would like to extend my heartfelt thanks to my fellow SAC members for their invaluable contributions throughout the year. Your dedication and expertise have been instrumental in supporting the school's progress. This year's SAC members included Abby Talbot, Cheryl Brigden (Principal), Dannielle Schmidt (Teacher Representative), Kat Nixon (Teacher

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Representative), Father John McGrath, Jenna Lane, Phil Daw, and Aphrodite Shinnick. Your collective commitment and passion for St Mary's have been truly inspiring.

We began in Term 3 2024 with Cheryl Brigden as Interim Principal. After demonstrating strong leadership and a genuine commitment to our school community, the Wagga Wagga Catholic Diocese appointed Cheryl as Principal of St Mary's Catholic Primary School in 2025. As a Council, we were excited to move through this period of transition and look forward to the future.

Highlights from the SAC during 2025 include the continued efforts of the Social and Fundraising Committee, which have once again been a cornerstone of our school's success. Their fundraising and events have significantly enhanced opportunities for our students, and we are deeply grateful for their unwavering support.

The Annual Family Picnic, held in Term 1, continues to be a wonderful way to bring families together at the start of the school year. This event plays an important role in strengthening relationships and creating a welcoming environment for all.

Our Easter Raffle was, as always, a highlight at the conclusion of Term 1. With over 40 prizes generously donated by members of our community, the event provided a fantastic opportunity for families to come together and celebrate. We are incredibly grateful for the ongoing support and generosity that make this event such a success each year.

The School Disco was another standout event, giving students the chance to connect, have fun, and create lasting memories. It was wonderful to see so many smiling faces and a strong sense of community among our students.

Our major fundraiser, the St Mary's Art Show, was an outstanding success. Not only did it raise valuable funds for the school, but it also provided meaningful learning opportunities for our students.

I would like to extend a sincere thank you to the Social and Fundraising Committee for their hard work and dedication in bringing this event together. Their efforts behind the scenes ensured the event ran smoothly and was enjoyed by all. Staff and teachers also played a vital role in the creation and collection of numerous classroom artworks, including combined class pieces that were auctioned on opening night.

We also saw members of staff create their own artwork for the anonymous "Viewer's Choice" category. This added an element of fun and curiosity, as students tried to guess the mystery artists behind each piece while voting for their favourites. Thank you to Build 24 for their generous donation of art supplies and the prize for this section.

We also gratefully acknowledge the support of our talented local artists, musician Patrick Russell, Cofield Wines, Federation Council, Corowa High School P&F, Club Corowa, our auctioneer Clinton Rixon, and our local businesses and families. Their contributions helped create a vibrant and memorable evening.

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The opening night was a wonderful celebration, bringing together friends, parents, artists, and community members, and featured spirited bidding throughout the evening.

As a result of this successful fundraiser, the school is now working towards the purchase and installation of a new water fountain, which will be a valuable addition for our students.

Thanks to DJ Hilly, the 2025 year concluded with a wonderful send-off for our Year 6 students, teachers, and families as they finished their time at St Mary's Catholic Primary School.

The SAC provides a meaningful way for parents to engage with the school and play a role in shaping its future. I encourage all parents to consider joining the School Advisory Council or the Parents and Friends Committee. Your involvement can make a real difference, and I assure you it is a rewarding experience.

As we approach 2026, I am confident that St Mary's will continue to thrive under its leadership. The school remains a vibrant and nurturing environment where our children can excel academically, socially, and spiritually.

Thank you to everyone in our school community—parents, teachers, staff, and students—for making 2025 another successful and memorable year. It has been an honour to serve as Chair in my first year, and I look forward to the continued success and future of St Mary's Corowa.

A special word of thanks from our 2025 School Captains

Before we look forward, we want to look back—back at all the moments that made our years here unforgettable. Some of the best were the school excursions! From stepping into the past in Ballarat discovering what life was like in the gold rush... to exploring our nation's capital, Canberra, where we learned about leadership, our government, and how decisions are made. Those trips weren't just fun—they helped shape who we are today.

And then there was sport—so many sports! Whether it was cricket, tennis, dance, footy, golf, squash, soccer, cross country, swimming, hockey, athletics, netball or even chess, we all found something that challenged us, inspired us, or simply made us laugh. We learned teamwork, courage, and that sometimes falling over the finish line still counts. Our school wasn't just about kicking goals or hitting sixes. It was also about finding our voice. Through choir, we sang at Karinya and performed at the Eisteddfod—moments that reminded us how powerful music can be when shared with others.

We also grew through public speaking, especially at the Lions Club Speaking event, where many of us stood up, shook a little, but spoke proudly anyway. That took bravery. And our faith journey was just as important. Through our sacraments, we learned about community, responsibility, and what it means to care for one another. One of the most unique experiences was definitely the whole school events — like the Mini Olympics and Footy Colours Day activities! Cheering on our peers in sporting carnivals and seeing our school community come together made those days unforgettable. But nothing will ever beat our

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time as buddies. Getting to guide, help, and laugh with the younger students taught us that leadership isn't about being the boss—it's about being someone others can depend on.

Our school motto, Love and Truth, has guided us in everything we've done. It's taught us to be kind, to be honest, and to be people who try to make a difference. And now, as we prepare to leave primary school, we take those values with us. Leadership isn't a badge. It's how we treat others, how we show respect, and how we lift people up.

Thank you to our teachers, families and friends for helping us grow. As we move into the next chapter, we promise to lead with courage, kindness, and respect. And we keep with us one final word—YINDYAMARRA.

Section 2: School Features/Context

St Mary's Primary School is a co-educational Catholic school catering for students from Kindergarten to Year 6. The school serves the families of the Corowa community, providing a high-quality, faith-centred education that nurtures the development of the whole child. The values of the Mercy tradition are grounded in compassion, service, justice and respect and are central to all aspects of school life and underpin our mission and daily practice.

St Mary's Primary School operates within the St Mary's Star of the Sea Parish and benefits from a strong and supportive relationship with the parish community. The leadership and pastoral guidance of Father John McGrath, together with the active involvement of parishioners, enriched the spiritual life of the school. This partnership strengthens opportunities for students to engage in liturgical celebrations, faith formation, and service to others.

Staff at St Mary's are committed to fostering a collaborative and inclusive learning environment. Through professional dialogue and shared practice, teachers work to build a vibrant community of faith and learning. Contemporary, evidence-based teaching strategies are embedded across all key learning areas to support student growth and achievement. A strong emphasis is placed on developing students academically, as well as supporting their spiritual, physical, emotional and social wellbeing.

The school continues to experience steady enrolment growth, reflecting the confidence families have in the quality of education and the welcoming, supportive environment provided at St Mary's. This growth is accompanied by a commitment to continuous improvement, ensuring that the school remains responsive to the needs of its students and community while maintaining its strong Catholic identity.

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2025:

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Girls	Boys	LBOTE*	Indigenous	Total
78	88	14	1	166

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly.

See CEDWW policy [here](#).

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	93%
Year 1	92%
Year 2	93%
Year 3	91%
Year 4	91%
Year 5	89%
Year 6	87%

The average student attendance rate for 2025 was 91%.

Regular attendance at school is essential if students are to maximise their potential. 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.

St Mary's Primary School staff, under the principal's leadership, support the regular attendance of students by:

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- 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 the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga 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 4: Staffing Profile

There are a total of 18 teachers and 6 support staff at St Mary's School.. This includes 7 full-time and 11 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	0
Proficient	18

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

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courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese, Wagga Wagga.

2025 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. In 2025, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

The 2025 school year has focused on deepening our school identity through the Pedagogy of Wonder and Awe (Phase 2) and a revitalized connection to the Mercy Tradition. By researching local school history and the legacy of significant Mercy figures, staff and students have worked together to redefine our school culture, even extending this heritage into the beginning Phase of renaming of our house teams. This spiritual and historical grounding has been complemented by a complete review of our Positive Behaviour for Learning (PBL) values, ensuring that our school's character and community expectations are co-authored by staff, students, and families alike.

On the academic front, professional learning was dominated by the successful rollout of the new NSW Syllabus and the CEDWW Reading PL. Staff adopted consistent programming proformas and high-impact instructional strategies to align with classroom practice Through further training in the Sounds-Write program and the development of a whole-school assessment scope and sequence, the implementation of Dibels data we have established a rigorous, data-driven mindset that ensures every student's progress is tracked with precision and supported by evidence-based teaching.

Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. St Mary's School follows the Wagga Wagga Diocesan Religious Education curriculum, ***Sharing Our Story and Pedagogy of Wonder and Awe***

Catholic Heritage

St Mary's Primary School is grounded in the rich traditions of the Catholic faith, guided by the Mercy charism and Gospel values. Our school community actively nurtures a strong sense of belonging, compassion and service, ensuring that faith is at the heart of all we do. This is further strengthened by the *Catholic Education Charter*, which clearly articulates that we are communities of **Welcome, Faith, Service and Learning**. The teachings of Jesus are integrated across all aspects of school life, fostering a culture where respect, kindness and dignity are central. We continue to strengthen our connection with the parish, celebrating our shared mission in providing a faith-filled education for all students.

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Liturgical Life of the School

The liturgical life of the school is vibrant and inclusive, reflecting our identity as a community of **Faith and Learning**. We provide opportunities for students, staff and families to engage in meaningful prayer and celebration. Whole school liturgies are held regularly to mark significant events in the Church calendar, including Holy Week, Easter and Christmas. Class prayer, weekly gatherings and special celebrations support students in developing a deeper understanding of Catholic traditions. Students are encouraged to actively participate through reading, music and leading prayer, fostering a sense of reverence, inclusion and community.

Staff and Student Faith Formation

Faith formation is an ongoing priority for both staff and students, reflecting our commitment to being a community of **Faith and Learning**. Students are supported in their spiritual development through Religious Education lessons, prayer experiences and reflection, enabling them to grow in their understanding of faith and their relationship with God. Staff engage in professional dialogue, spirituality days, staff meetings, retreats and formation opportunities to deepen their knowledge and commitment to Catholic education. This shared formation strengthens our collective capacity to witness to Gospel values and to build a welcoming and faith-filled community.

Social Justice

Social justice is a key focus at St Mary's, inspired by Catholic Social Teaching and our identity as a community of **Service**. Students are encouraged to develop empathy and a sense of responsibility for others through initiatives such as Project Compassion, Catholic Mission, fundraising activities and local community outreach such as visiting the local age care facility. These experiences empower students to take meaningful action and contribute to the common good, reinforcing the importance of justice, compassion and service in their daily lives.

Professional Learning in Catholic Life and Mission

Staff at St Mary's are committed to ongoing professional learning to support the Catholic life and mission of the school, aligned with the *Catholic Education Charter* and its vision of **Welcome, Faith, Service and Learning**. This includes participation in diocesan formation days, Religious Education training and opportunities to deepen understanding of Catholic identity and mission. Professional learning is aligned with school priorities and supports staff in delivering high-quality Religious Education while fostering a strong, inclusive and faith-centred learning environment.

Section 6: Curriculum

The school provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLA's) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and schools implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

St Mary's Primary School delivers a comprehensive and engaging curriculum aligned with the requirements of the **NSW Education Standards Authority (NESA)** and the **NSW Syllabus for all Key Learning Areas (KLAs)**, including Religious Education. Our approach ensures that all students are provided with high-quality learning experiences that support academic growth, critical thinking and a love of learning.

A key priority throughout the year has been the unpacking and embedding of the new NSW syllabus documents. Staff have engaged in collaborative planning, professional dialogue and targeted professional learning to ensure a deep understanding of syllabus content, outcomes and effective pedagogical practices. This work has supported consistency across the school and strengthened our approach to explicit teaching, assessment and differentiation.

Teaching and learning programs are developed across all KLAs, including English, Mathematics, Religious Education, Science and Technology, Human Society and Its Environment (HSIE), Creative Arts and Personal Development, Health and Physical Education (PDHPE). Religious Education remains central to the life of the school, integrating faith with learning and supporting students in developing a strong sense of identity and purpose.

Targeted support programs play a vital role in meeting the diverse learning needs of our students. In the early years, the Year 1 Reading Intervention Program provided focused, explicit support to strengthen foundational literacy skills. In Mathematics, the Extending Mathematical Understanding (EMU) program offers targeted intervention for students requiring additional support, delivered under the instruction and guidance of our Instructional Literacy and Mathematics teachers. These programs ensure that students are supported to achieve growth and success in their learning.

The school continues to promote a strong culture of reading through participation in the Premier's Reading Challenge, Library visits encouraging students to engage with a wide range of texts and develop a lifelong love of reading. Classroom programs are further enriched through differentiated learning opportunities, use of data to inform teaching, and ongoing monitoring of student progress.

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Through a commitment to continuous improvement, evidence-based practice and high expectations, St Mary's ensures that all students are supported to reach their full potential within a nurturing and faith-filled learning environment.

Section 7: Student Performance in State-Wide Tests and Examinations

NAPLAN 2025 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2025, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	31	409.4	510.8
Reading	31	409.4	408.1
Writing	31	410.0	424.4
G&P	31	405.5	419.0
Spelling	31	399.0	416.7
Year 5			
Numeracy	16	477.2	499.1
Reading	16	469.5	496.8
Writing	16	431.4	486.7
G&P	16	436.1	506.7
Spelling	16	448.0	496.4

Section 8: Pastoral Care and Wellbeing

Information here about your school's procedures and programs

The Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Wellbeing Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by the Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Our approach to pastoral and academic care is a holistic model that integrates student wellbeing with rigorous learning support. Central to this is our dedicated Wellbeing Team, which has assisted the introduction of our new PBL (Positive Behaviour for Learning) values to foster a consistent, positive school culture. This team works in tandem with our School Chaplain and Wellbeing Practitioner, providing targeted interventions for class groups in areas such as healthy friendships and social dynamics. To ensure every student's academic and emotional needs are met, we leverage specialized external partnerships including Royal Far West and the Centre for Effective Reading, alongside a refined and updated data-tracking system that monitors progress to drive academic success. We believe that student flourishing is a shared responsibility; therefore, we prioritise transparent Parent/Teacher communication, anchored by regular conferences and a collaborative approach to supporting each child's unique educational journey.

Discipline Policy

The Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by the Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Our approach to discipline is grounded in a strong commitment to pastoral care, academic support, and student wellbeing, ensuring that every child is known, valued and supported.

The school has commenced its Positive Behaviour for Learning (PBL) journey, establishing a shared vision for behaviour expectations aligned with our core values of *Belonging, Kindness and Growth*. This whole-school approach promotes consistency, clarity and positive reinforcement, with a focus on explicitly teaching and recognising appropriate behaviours.

Student wellbeing is supported through an active Wellbeing Team, which meets weekly to monitor student needs, coordinate support, and respond proactively to emerging concerns. This team works collaboratively with staff to ensure timely and targeted interventions.

Our School Chaplain plays a vital role in providing pastoral support, regularly checking in with students and offering a compassionate presence within the school community. In

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addition, our Wellbeing Practitioner, working in partnership with Centacare, provides specialised support for students requiring additional emotional or social assistance.

Staff demonstrate a strong commitment to student care, fostering positive relationships and maintaining a proactive approach to communication with families. Regular check-ins, open dialogue, and partnership with parents and carers are central to supporting both student wellbeing and learning outcomes.

Together, these structures and practices ensure a holistic, supportive and values-driven approach to student discipline and wellbeing.

Anti Bullying Policy

The Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by the Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Our approach to anti-bullying is embedded within a whole-school commitment to pastoral care, academic support, and student wellbeing, ensuring a safe, respectful and inclusive environment for all students.

The school continues to implement Positive Behaviour for Learning (PBL), establishing a shared vision for behaviour grounded in our values of *Belonging, Kindness and Growth*. Through explicit teaching of expected behaviours and consistent responses, students are supported to build positive relationships and address conflict appropriately.

An active Wellbeing Team meets weekly to review student wellbeing, including any concerns related to bullying. Clear wellbeing referral processes are in place, allowing staff to raise concerns and ensure students receive timely and appropriate support. These referrals enable coordinated responses, monitoring, and follow-up actions to support student safety and wellbeing.

Our School Chaplain provides ongoing pastoral care through regular check-ins with students, while our Wellbeing Practitioner, in partnership with Centacare, offers targeted support for individuals and small groups. The practitioner also delivers structured programs focusing on friendships, social skills, and transition to high school, equipping students with strategies to build resilience and positive peer relationships.

The school maintains a strong focus on academic care, with student progress monitored through regular reporting processes and parent-teacher conferences. These opportunities support the setting of clear academic goals and strengthen partnerships between home and school, ensuring each student is supported both socially and academically.

Staff demonstrate a high level of care and vigilance, maintaining open communication with families and responding promptly to concerns. Through these combined practices, the

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school fosters a proactive, supportive and consistent approach to preventing and addressing bullying.

Initiatives Promoting Respect and Responsibility

Our school is committed to fostering a culture of respect, responsibility and inclusion, grounded in our core values of *Belonging, Kindness and Growth*. These values underpin all aspects of school life and are explicitly taught, modelled and celebrated across the community.

A key initiative is the implementation of Positive Behaviour for Learning (PBL), which provides a consistent, whole-school framework for promoting positive behaviours. Through explicit teaching, clear expectations and recognition systems, students are supported to demonstrate respect for themselves, others and their environment, while taking responsibility for their actions.

Student voice and agency are promoted through a range of student leadership opportunities, including school leaders and class-based roles. Students are encouraged to take responsibility for leading by example, supporting school initiatives, and contributing positively to the life of the school. Leadership initiatives foster confidence, accountability and a strong sense of service to others.

The Buddy Bear Program further strengthens respectful relationships across the school, pairing Year 6 students with Kindergarten students. This initiative supports a smooth transition to school for younger students while providing leadership opportunities for older students to demonstrate care, responsibility and mentorship.

Respectful relationships are also developed through our pastoral care practices, including classroom discussions, restorative conversations and proactive support from staff. Students are encouraged to develop empathy, resolve conflict appropriately and contribute positively to the school community.

Our Wellbeing Team, School Chaplain and Wellbeing Practitioner work collaboratively to support student development, delivering targeted programs that promote positive relationships, resilience and social skills. These include programs focused on friendships, inclusion and successful transitions.

The school values strong partnerships with families, maintaining open and respectful communication and working together to support student growth. Opportunities such as parent-teacher conferences and community events reinforce shared expectations around respectful behaviour.

Through these coordinated initiatives, the school actively promotes a safe, supportive and respectful environment where all students are encouraged to act with responsibility, integrity and care for others.

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Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy [HERE](#) & Procedures [HERE](#).

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 Catholic Education Diocese, 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 CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese, Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Wellbeing, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these documents in 2024.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school office.

See CEDWW Policy [HERE](#).

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Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese, Wagga Wagga Annual Improvement Plan.

In 2025, the school has made strong progress across several key domains of the Annual Improvement Plan. A significant focus has been the rollout of the new curriculum, with staff engaging in professional learning and collaborative planning to ensure consistent, high-quality implementation across all year levels. This has supported greater clarity in teaching and learning expectations and strengthened student outcomes.

In Religious Education, the introduction of the Pedagogy of *Wonder and Awe* has begun to shape classroom practice, encouraging deeper student engagement, inquiry, and reflection. Staff have started to explore meaningful connections to the Mercy Tradition, ensuring that our Catholic identity is both visible and authentically embedded in daily school life.

The school has also commenced its Positive Behaviour for Learning (PBL) journey, establishing strong foundations for a shared and consistent approach to student wellbeing. A key milestone has been the development and introduction of our new school values—Belonging, Kindness and Growth—with an emphasis on building whole-school ownership across students, staff and families.

Priority Key Improvements for 2026

[The 2026 Annual Improvement Plan](#)

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 St Mary's School. 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 used a variety of processes to gain information about the level of satisfaction from parents, students and teachers.

Parent Satisfaction

"St Mary's provides a welcoming and supportive environment where my child feels valued and encouraged to do their best each day."

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"I appreciate the strong sense of community and the way the school communicates and partners with families in supporting student learning and wellbeing."

Student Satisfaction

"I feel safe and happy at school, and my teachers help me when I need it so I can improve my learning."

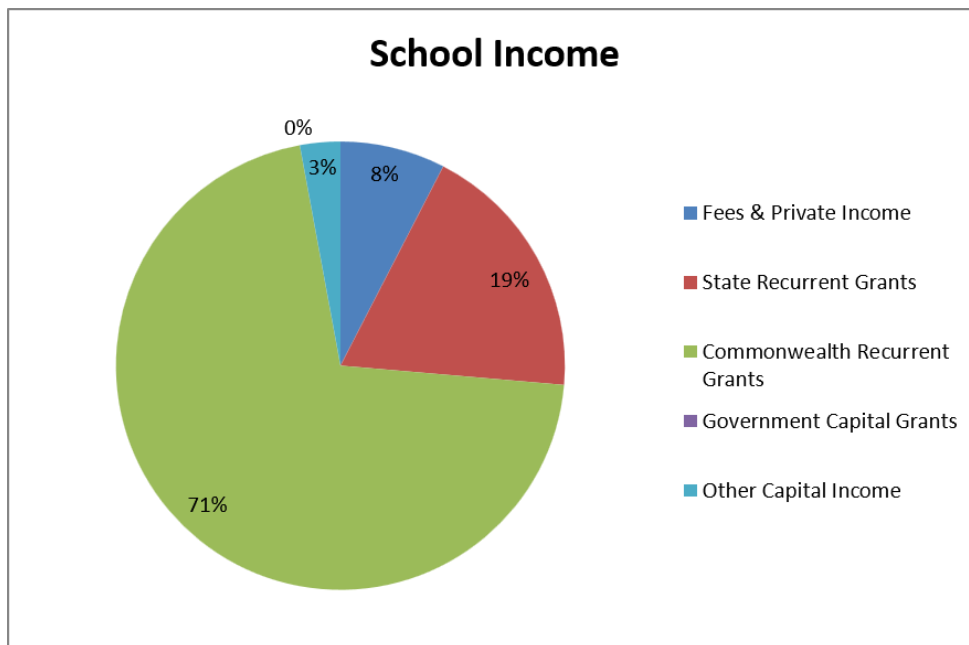
"I enjoy coming to school because we get to learn new things, be with our friends and take part in fun activities."

Teacher Satisfaction

"St Mary's is a supportive and collaborative workplace where staff are committed to continuous improvement and student success."

"There is a strong sense of shared purpose, with staff working together to provide learning and care for every student."

Financial Report



2025 Annual Report (Primary)

