

St Mary's Catholic Primary School, Toukley

Annual School Report to the Community

2014



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**Principal**

Mr Kevin Williams

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## ABOUT THIS REPORT

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St Mary's Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

St Mary's is a welcoming, inclusive school where an explicit, positive and rich expression of Catholic life and mission is strongly evident. The vision of "shared leadership" and "shared wisdom" is valued as an important aspect of our school. Throughout 2014, we continued to build a collaborative culture of continuous improvement.

Throughout the year strong links with the parish and the parent community continued to be established through open, trusting relationships based on integrity and deep respect. As a school community we continue to be blessed with resilient, wonderful, positive and accepting children; hope-filled, student-centred staff and very supportive parents.

### **Parent Body Message**

2014 was a very positive and inclusive year for the parents and carers at St Mary's. Through the enthusiasm and willingness of parents and carers, and genuine conversations and interactions with teaching staff and school leadership team, parents and carers are increasingly becoming true partners in the educational journey of their children. Families have benefited from the generous provision of spiritual, pastoral and family support, as well as educational assistance through parent education sessions. Activities such as *Hey, Dad!*, parent reflection mornings, *123 Magic* parenting workshops and child focused programs including *Seasons for Growth* and the free after-school sports initiative have resulted in the school being seen as more than just a place for children to learn. Parents and carers see the school as a true community and as a place where the social, emotional, physical and educational needs of children and families are prioritised.

### **Student Body Message**

St Mary's is a happy, safe learning environment where many important leadership roles were carried out by the senior students. From running weekly assembly to helping our Kinder Buddies and providing playground support for restorative practices, there was always something in which to get actively involved. There was our wonderful school feast day, several *Mini Vinnies* projects, lots of fun days involving parents, teachers and students, and a new K-6 wellbeing focus, BUZ (*Build Up Zone*). The St Mary's students are very proud of our school. We have made many good friends, we are keen to keep trying new challenges and we know this is a great school to which to belong.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Mary's Catholic Primary School Toukley, is a Catholic systemic co-educational school.

Our school is a welcoming, positive, hope-filled and inclusive community where our Catholic faith values underpin everything we do. The rich prayer and liturgical life of St Mary's encourages students to deepen their relationship with Jesus.

Learning is important at our school. Based on sound, educational research we have a coherent approach to learning that sets high expectations for the students in a supportive environment. Embedded in our school is a collaborative culture of continuous improvement, where we continually challenge ourselves to become a better school. We recognise and value the importance of embracing and building St Mary's as a professional learning community. Our learning culture is characterised by its clarity of purpose, critical teacher inquiry and an action orientation that, together, result in improved student learning.

People are important at our school. Our school provides a nurturing environment in which every member of the community is valued, respected and encouraged to reach their full potential. It is important that the unique Catholic nature of our school becomes evident through the network of genuine relationships in our community - relationships that are built upon strong relational trust where deep respect for each other is obvious.

As part of our school's collaborative culture of continuous improvement each group within our community has responsibilities. Each group - parents/carers, teachers, students, support staff and the leadership team - has constructed a set of shared values or collective commitments. Collective commitments identify the actions, behaviours and commitments necessary to bring our school's vision to life. Living these collective commitments helps make St Mary's a dynamic faith and learning community.

At St Mary's, we believe a balanced education is important. Consequently, our students enjoy a wide range of learning, sporting, musical and social justice opportunities. We endeavour to help our students develop their skills, resilience and talents, along with a strong sense of compassion and justice, so that they will make a positive difference in our community. An awareness and deep respect of difference is embedded in the inclusive culture of our school. Our students enjoy a very strong sense of belonging which is strengthened by the consistent support and encouragement that exists within the St Mary's community.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
251	245	9	496

\* Language Background Other than English

Our school has grown from 352 students (2005) to 496 students (2014). Except for one cohort, all grades currently have three classes.

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2014 was 94.94 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.00 %
Year 1	94.40 %
Year 2	95.50 %
Year 3	96.00 %
Year 4	94.30 %
Year 5	94.00 %
Year 6	95.40 %

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
27	11	38

\* This number includes 20 full-time teachers and 7 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	27
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. 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 following table provides specific information relating to the focus of three of these staff development days.

Day 1	Maths
Day 2	Science and Technology
Day 3	Wellbeing

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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

St Mary's Catholic School, Toukley was established in 1973. Our school motto, 'Faith, love and understanding', articulates that as Catholics we are called to be disciples of Jesus who share our faith, love and understanding with all we meet. Our Vision and Mission statement empowers us to live, learn and grow as disciples of Jesus. St Mary's is a welcoming, inclusive and evangelising Catholic community and we endeavour for this to be experienced by every member of our school community, daily.

Through professional learning and opportunities for spiritual growth being made available to teachers, as well as more provocative teaching activities with scriptural focuses being developed for in-class use, we were able to work towards deepening and strengthening our students' relationship with Jesus through scripture, our 2014 School Improvement Plan (SIP) goal.

As Catholic educators we are committed to providing quality teaching in Religious Education (RE). Our Catholic values resonate through all Key Learning Areas and underpin the relationships in our Catholic community. We recognised a need for focused professional learning for all staff on the development of authentic and thought-provoking classroom activities around scripture, while revisiting the Religious Education syllabus and programming requirements. Opportunities for staff to continue to reflect on and develop their own faith were also recognised as being of high importance. St Mary's staff participated in the Diocesan Schools Staff Mass and many continued to undertake theological studies through the University of Newcastle and Broken Bay Institute. Mission Services personnel and our REC led staff professional learning. *Evangelii Gaudium* was a focus of staff meetings and a Staff Spirituality Day.

At St Mary's we value the partnership between school and parish communities; this relationship is fostered through many experiences including liturgical celebrations, prayer opportunities and sacramental programs. Students engaged in a range of experiences that contributed to their faith formation and strengthened their relationship with God. These activities included *Mini Vinnies*,



and students actively leading social justice initiatives such as *Project Compassion*, St Vincent de Paul Winter and Christmas appeals and Mission Month. Student representatives attended the Diocesan Mission Mass in October and our Year 6 students attended the annual Cluster Mass. In 2014 our parish witnessed the following number of students celebrate the sacraments: Confirmation (134), Reconciliation (92) and Eucharist (96).

Through authentic, quality Religious Education programs and opportunities to experience their faith alive in the world, St Mary's enables students to live out their Catholic values and call to discipleship.

### Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Our 2014 SIP Learning and Teaching goal was to increase learning gains of all students in Number. Intentional and high quality teaching, learning, assessment and feedback, coupled with tracking and monitoring targeted students, were pivotal to our daily work.

We continued to embed the practices of our numeracy and literacy coaches. Our numeracy and literacy coach roles incorporated:

- classroom support: modelling specific strategies, co-planning lessons, providing advice and guidance, deconstructing lessons, affirming and listening, analysing and providing critical feedback
- professional learning: planning and leading professional learning opportunities based on the school's and individual teachers' needs. Such professional learning sessions took the form of staff meetings, half-day professional learning blocks, grade meetings and staff development days.
- parent education: providing parent education sessions for parents in both English and Maths.

Throughout the year, considerable professional learning occurred enabling teachers to enhance and develop student learning. Teachers at St. Mary's had many valuable opportunities to discuss student and teacher development through structured meetings and staff development days. In Maths and English, half day professional learning sessions, including a twilight Maths staff meeting enabled teacher capacity to be further developed.

Numeracy leaders attended the inaugural *Maths National Leaders in Primary Schools Conference*. Dr Ann Downton (Lecturer, ACU Melbourne) visited our school, co-planning, teaching and deconstructing lessons with our numeracy coach.

An education officer (English) worked with various teachers to further develop and enhance the English block within our school and to maintain consistency across all grades.

Four staff meetings and a staff development day were dedicated to familiarising teachers with the new NSW Science and Technology K-6 syllabus. Included in these sessions were structured, scaffolded opportunities to write teaching units of work for 2015.

Three teachers from St. Mary's Pastoral Care team attended the *Positive Schools Conference* in Sydney. As a follow up from last year's conference, it helped staff become holistic in their views as educators. They returned and shared their ideas to further enrich classroom activities around the wellbeing of each student and staff member.

Valuable support in the form of professional learning was given to new scheme teachers as well as teachers who were engaged in further formal study. Several teachers attended *Observation Survey* training to assist students falling below the benchmark and to utilise new strategies to assist those learners.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

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 the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	61.80 %	49.90 %	3.90 %	11.90 %
	Reading	57.90 %	46.20 %	13.10 %	13.10 %
	Writing	68.50 %	39.10 %	2.60 %	11.20 %
	Spelling	40.80 %	43.70 %	22.30 %	14.80 %
	Numeracy	55.30 %	36.20 %	6.60 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	47.30 %	36.60 %	5.50 %	16.10 %
	Reading	36.50 %	34.50 %	8.20 %	16.30 %
	Writing	17.60 %	15.50 %	4.10 %	21.40 %
	Spelling	47.30 %	33.60 %	8.10 %	16.40 %
	Numeracy	33.80 %	25.90 %	9.50 %	18.10 %

### NAPLAN Comments

In all strands of literacy and numeracy (except spelling) our Year 3 students exceeded state and national figures in terms of the percentage of students in the top two bands. From the *My School* website it is evident that in comparison to statistically similar schools, St Mary's achievements were strong. NAPLAN results indicate that current teaching programs and early intervention strategies, coupled with significant professional learning initiatives in literacy and numeracy, are proving effective.

Our Year 5 students' achievements in numeracy and literacy were very strong. In Bands 5 and 6, our students exceeded state and national figures and strong learning gain was evident, indicated by comparison with their Year 3 NAPLAN results. Our intervention and enrichment strategies have proven to have a positive effect on our Year 5 students' learning. Comparison to statistically similar schools was excellent.

Spelling is an area to further develop and will feature in our 2015 SIP.

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Having been a *KidsMatter* school since 2007, St Mary's has many pastoral care and wellbeing procedures firmly embedded as a vital part of its culture. A representative group oversees pastoral care and wellbeing initiatives within the school.

Transition to Kindergarten is always very important. The well-structured, welcoming approach allows new students and families to feel connected and helps create a sense of belonging. The class parent team is a positive network for communicating and for promoting events, encouraging participation and building a strong sense of community.

Ongoing professional learning was undertaken about emerging changes in research and available resources. New staff were inducted and trained in our practices and procedures around STARS (see below), restorative practices and the resilience program *Bounce Back*. These improve the social and emotional wellbeing of the students.

Pastoral care is the responsibility of all members of the community. With the welcome addition of a Family Liaison Officer (FLO) there was an even stronger, more positive link between home and school thus strengthening the ability to deepen pastoral care at St Mary's.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours

whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

High expectations of behaviour and strong discipline are integral to the success of students at St Mary's. St Mary's uses the *KidsMatter* Framework. Positive behaviours are encouraged and supported by our acronym, STARS:

- Share fun
- Think safe, act safe
- Act responsibly
- Respect all that God has made
- Speak with kindness.

All members of staff share a strong common understanding of the Behaviour Management policy and practices. These are communicated to all students in age appropriate ways at assemblies, in classrooms, displayed on signs and reinforced with STARS awards.

Restorative practices are employed to ensure that relationships are preserved and restored wherever possible.

Consequences for negative behaviour are fair and commensurate with the behaviour.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

St Mary's participated in the *Bullying - No Way!* national day of action against bullying and violence. This helped to raise awareness and empower students to act in the event of witnessing or experiencing an incident of bullying.

As part of the Personal Development strand of PDHPE, each class learns about bullying through the *Bounce Back* program. This program educates students about face-to-face bullying, covert bullying and cyber bullying. The students learn what to do, who to tell and how to react, whether they are directly involved or whether they are a bystander. Lessons are centred around positive thinking, being a positive tracker, being a good friend and the importance of speaking out. Teaching the students proactive strategies builds their resilience and self esteem and helps

make them more "bully proof".

It is also important and necessary for teachers and the school leadership team to work with any student who may be showing bullying behaviour. Bullying is not tolerated.

### **Complaints and Grievances Policy**

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Initiatives Promoting Respect and Responsibility**

St Mary's is a proud *KidsMatter* school, meaning that there is a strong focus on recognising the importance of children achieving positive outcomes that relate directly to the skills of social and emotional learning.

2014 saw St Mary's continue to focus on student mental health and wellbeing by teaching children the skills for positive relationships in order to develop respect and responsibility. The social and emotional learning framework consists of five skills/strategies, these being: self-awareness, social awareness, self-management, responsible decision-making and relationship skills. These competencies help students to develop and promote respect and responsibility.

Continued professional learning was undertaken to ensure that positive relationships continued to build on the basis of compassion, trust, forgiveness, acceptance and inclusion.

Because St Mary's recognised the importance of building and maintaining positive relationships and the impact of being a *KidsMatter* school, procedures, programs and frameworks were introduced. These included: restorative practices, STARS and *Bounce Back*.

The restorative practices approach remained an important focus in the link to maintaining positive relationships. The restorative practices approach looks at exploring the conflict, focusing on the relationship, finding possible solutions and learning to move forward. Again, students are encouraged to be respectful and aware of others.



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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### **Key Improvements Achieved**

During 2014 our Mission SIP focused on deepening and strengthening our students' relationship with Jesus through scripture. Teachers were engaged in professional learning through a variety of forums. Such professional learning helped them offer further experiences which allowed students to unpack and gain greater meaning from scripture.

Considerable achievements were attained in our Learning and Teaching SIP. Our numeracy coach led many PL sessions on MAIs, *Growth Points*, teaching strategies in number, Extending Mathematical Understanding (EMU) and data analysis. Through the work of the coach in modelling strategies, co-planning, deconstructing lessons, affirming and providing critical feedback, the capacity of teachers continued to be built.

Ensuring that everyone in our community knows about *KidsMatter* was the focus of our Wellbeing SIP. This was achieved through ongoing, open, frequent communication with parents and through continuing to foster social and emotional learning in the children. Sound mental health and wellbeing is strongly linked to academic learning gains. The welcome introduction of a Family Liaison Officer was another positive achievement during 2014.

### **Priority Key Improvements for Next Year**

For next year, our Mission goal will be to continue to deepen and strengthen our students' relationship with Jesus through scripture. Building on from our work in 2014, opportunities for parents to also deepen their own relationship with Jesus through scripture will be a priority. Parent formation opportunities will be provided throughout the year.

Our Learning and Teaching goal for 2015 will focus on Spelling. At the conclusion of 2014, considerable professional learning had commenced. The targeted professional learning for next year includes analysing the five stages of development in spelling (pre-phonetic, semi-phonetic, phonetic, transitional and conventional) and deepening teachers' understanding of the five

spelling strategies (meaning, visual, sound, connecting and checking).

In 2015 the Wellbeing team will continue their good work, informing new families and staff of the positive culture of our school, further embedding *KidsMatter* as our framework of reference. Our positive behaviour management system, STARS, will be reinvigorated and broadened to ensure its ongoing success as part of *KidsMatter*.

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## SECTION TEN: COMMUNITY SATISFACTION

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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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

The parents of St Mary's have felt a strong sense of belonging and connectedness to the school. The parents are regularly present at sporting events, special celebrations and religious celebrations, throughout the year. This year, the parents were provided with opportunities to engage in conversations and parent education sessions to become more involved in their children's educational journey and form stronger partnerships with the school. The families of St Mary's have benefited from the support of the pastoral care, spiritual and educational opportunities that have been provided. The parents also identified the importance of the relationships evident between the staff and their children. Teachers were deemed as having a positive and encouraging attitude and valuing the importance of relationships and partnerships between school and home. Parents valued the high expectations set for all students and the welcoming and encouraging nature of the school.

### **Student Satisfaction**

The students of St Mary's feel that they are valued, respected and treated fairly and equally. The students identified that they are encouraged to 'have a go', whether it be academically, socially or on the sporting field. They value their friendships, the opportunities they have outside of the classroom including sporting and extra-curricular activities and they value the learning and their teachers. The students also identified that they felt privileged to have wonderful facilities such as the playground equipment, oval, computer lab, library and an abundance of resources. The students of St Mary's are positive and passionate young people.

### **Teacher Satisfaction**

The staff at St Mary's identify that building and maintaining positive relationships with each other, parents, students and the wider community is highly valued and important. The staff feel as though they are valued and supported in their learning, professional development and teaching and are encouraged to broaden and strengthen their learning. Professional development and learning have been at the forefront, especially in literacy, numeracy and Science and Technology. Staff have had opportunities to benefit from and engage in having literacy and numeracy coaches work with them in their classrooms, offering guidance and support. Staff have also been involved in Learning Conversations, which reflect their individual students' needs at that time. Leadership members are also required to be year co-ordinators to lead and be a point of contact or reference for each grade. Beginning teachers are also provided

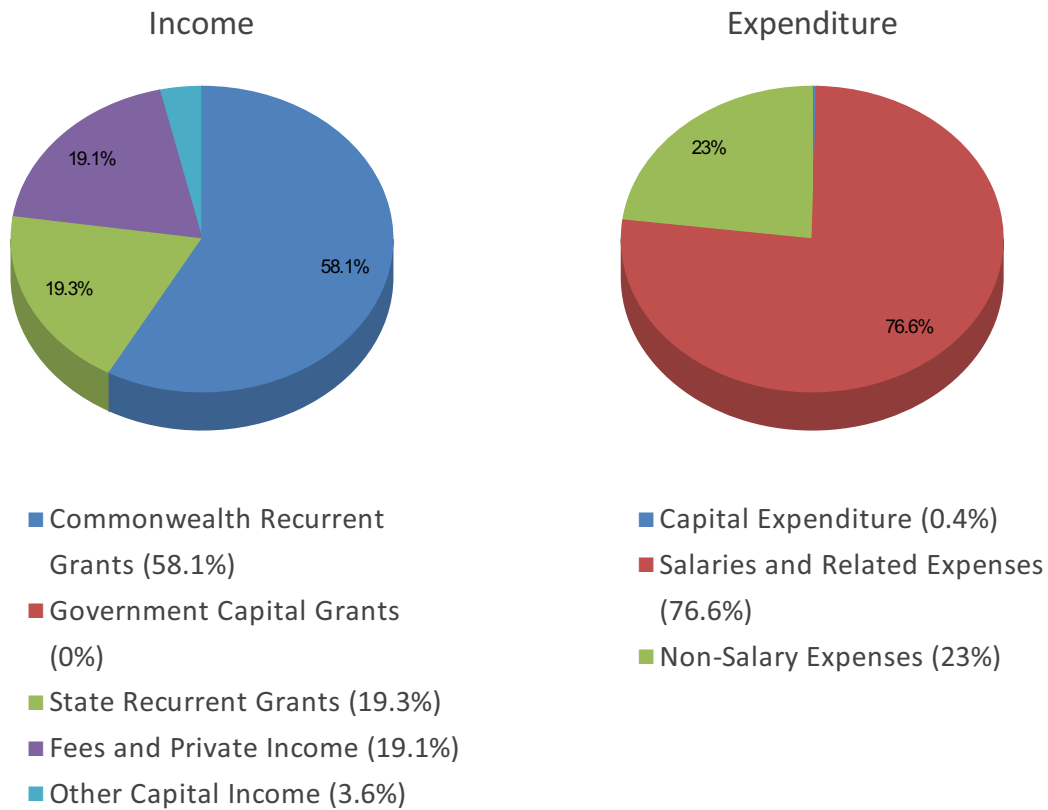
with a teacher mentor who can offer guidance and support. The staff continue to work collaboratively with each other and value the importance of continual learning and strong relationships.

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## SECTION ELEVEN: FINANCIAL STATEMENT

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Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,925,992
Government Capital Grants	\$0
State Recurrent Grants	\$970,341
Fees and Private Income	\$961,949
Other Capital Income	\$180,629
<b>Total Income</b>	<b>\$5,040,592</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$17,995
Salaries and Related Expenses	\$3,450,765
Non-Salary Expenses	\$1,037,186
<b>Total Expenditure</b>	<b>\$4,505,946</b>