



St Mary's Catholic Primary School Manly

2013 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

2013 was a year of change at St Mary's, Catholic Primary School, Manly. With new staff and a significant review process, it was a perfect opportunity to set new directions for the next strategic cycle.

The CSO School Review was an outstanding success and a credit to all those who were involved in its preparation. It provided all staff with an opportunity to review current practices and then to plan for new directions. St Mary's has met all its mandatory Compliance and Quality Assurance requirements with many of the Review recommendations already a work-in-progress as part of the School Improvement Plan (SIP). On the subject of the SIP, substantial progress had been made in recent time on target areas of school organisation, student management programs and Information Technology. The KidsMatter Parent night and Launch Day were a resounding success, with many highlights of the Launch Day captured on camera for sharing post production. Planning is already well underway for 2014 with the introduction of the new Australian Curriculum, the student Numeracy assessments under the EMU program and the Positive Behaviour for Learning program featuring prominently in an already busy year ahead. We even have a new school song which the school community has embraced wholeheartedly.

None of these successes happen by chance – the teachers, staff and parents at St Mary's have certainly gone well beyond the call of duty during the year just ended and in planning for 2014. A very special thank you to all involved.

1.2 Message from the Parent Body

2013 has been an exciting year of change for the St Mary's community.

With the arrival of our new Principal, the school began the next phase in its development. New ideas, new priorities and new energy helped the school year be one filled with a sense of progress.

The ongoing work of the entire staff, parents and P&F team has helped create tangible proof of all our efforts. The media room, the school signage and identity and the awesome mural in the playground have all helped make the school a better place for all.

These results are only achieved by the tireless work of so many people.

With this comes an exciting opportunity to welcome the next generation of parents who step forward and help shape our amazing school.

2013 P&F President

1.3 Message from the Student Body

We would like to thank all teachers and staff, students of St Mary's and most of all our wonderful classmates for supporting and encouraging us throughout our whole St Mary's journey. A few of the Year 6 highlights that we have enjoyed are the Canberra camp, Earthkeeper Program, sports gala days and artworks- but these couldn't have been such great experiences without our friends.

Earthkeeper, participating in walks, talks and reflection days all contributed to us having a great experience. Walking from school to North Head and walking back to school was our first walk for Earthkeeper in Year 6. We learnt a lot from the guest speaker such as where to look in the Aboriginal supermarket (nature) for food to what the Aboriginals used as nappies. The final walk we went on was the Dee Why to Manly walk. This was the longest walk of the term and we all had a great time. We started the walk at Dee Why Surf Club. Once we had all arrived we sat down and shared a quality with and about someone, then we started our walk. All of us Year 6s could say that



this was the best Earthkeeper walk because we got to walk along the coast, so we saw the ocean the whole time. This was definitely a highlight of the year.

Another great experience we had was doing our end of year artworks. You may not know but at the end of the year, Year 6 do artworks to signify our 7 years at St Mary's. We loved this because we got to look back on our favourite moments of our school lives.

Over the seven years all of us have grown and matured greatly, but none of us could have got this far without our parents. Mums, dads you're the reason we are who we are and we appreciate your efforts greatly. We thank you from the bottom of our hearts for being there for us but most of all sending us to this amazing school.

School Captains 2013





2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
160	131	45	0	291

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

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

[†]Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

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

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

a	b	c	Total
22	0	0	22

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.



2.5 Teacher Satisfaction

During 2013, and in particular as a result of School Review preparations, staff indicated through written and verbal responses that there was strong collaboration towards achieving the vision of the school by all stake holders. An emphasis on school improvement goals, targets and strategies were very positively highlighted by staff. In a climate of open, honest communication, staff felt valued in all strategic decision making processes within the school, particularly in the areas of Learning and Teaching, Pastoral Care and Catholic Life and Mission.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	96
2	95
3	96
4	96
5	94
6	94

The average student attendance rate for 2013 was 95%.

Management of 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 Education Act 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; and
- 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 Catholic Schools Office and the relevant Department of Education and Training 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 Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

During 2013, the senior students were interviewed as part of a focus group and within their leadership development program. A high number commented that St Mary's is a safe place, where students are cared for and respected. There is a great emphasis placed on the relationships which exist across all members of the school community, via the KidsMatter framework. Programs such as 'Bucket-Fillers day', 'Anti-Bullying Day', the Seasons for Growth Program, meditation, peer support and the teacher-student mentoring program, have all contributed to building a strong school culture based on a positive sense of other. Students, in all grades, are encouraged to take ownership of their actions under the guidance of senior leaders. Overwhelmingly, responses from students indicated that they have a great sense of pride in the school, stemming mainly from the leadership of the senior student body in their ministries and the Student Representative Council (SRC).





3. Catholic Life and Mission

3.1 Catholic Heritage

St Mary's Catholic School was opened in 1881, five years after the parish of Manly was created. Once the Christian Brothers College for boys and the Stella Maris College for girls were opened in 1927 and 1932, St Mary's continued to operate as a Catholic primary school under the leadership of the Good Samaritan Sisters until 1992. It currently operates as a systemic primary school in the Diocese of Broken Bay and is one of two Catholic primary schools in the linked Parish of Manly-Freshwater. Our school motto of 'Listen and Love' is a powerful reminder of the Gospel values that help to inspire and guide our school and parish community. St Mary's is a very active parish with a wide range of ministries. There is a high rate of participation in all sacramental programs and the parish has employed a part-time Youth Minister to support the youth and/or young people in the parish.

3.2 Religious Life of the School

In 2013 the religious life of the school was very vibrant. The whole school community participated in Masses and Liturgies throughout the year to celebrate:

- the opening of the school year and the commissioning of the Year 6 as leaders;
- Ash Wednesday;
- Holy Week;
- ANZAC Day;
- Remembrance Day;
- Mothers' Day;
- Fathers' Day;
- Grandparents' and Special Friends Day;
- St Mary's feast day with mini fete and picnic;
- Christmas Carols;
- the Year 6 Graduation and Thanksgiving Mass; and
- end of Year Listen and Love Mass.

Parents are invited regularly to attend and participate in school Prayers and Liturgies. The school community joins in prayer led by the senior students during whole school assemblies in the morning and at the end of the week at assembly. Our fortnightly value is also shared with the children at assembly by the Year 6 Mission Captains.

Class Masses

Students regularly and actively participate in Parish Masses throughout the year on a rotation basis. The class teacher is responsible for Mass preparation of: children reading the Gospel readings, Prayers of Intercession, Offertory procession and selection of music. Parents and parishioners also attend these masses.

Parish Family Masses

On the fourth Sunday of each month, a Parish Family Mass is organised by the school. Family Masses are celebrated with students delivering the readings, doing the offertory procession and welcoming parishioners. A parent band provides the music. The school's REC (Religious Education Co-ordinator) and parents co-ordinate with the Parish to provide a sausage sizzle after each Mass. The Parish Family Masses are well attended by families from the school and the parish community. We invite the new Kindergarten students for the following year to attend the final Family Mass of the year.



Diocesan Masses

Staff attended the Diocesan Schools Mass whilst the Year 6 students participated in the Peninsula Cluster Mass and Mission Mass.

Parish Priest Class Visits

Our Parish Priest visited each class once a Term to answer students' questions from their Religious Education units and in preparation for the Sacraments. The Parish Priest also joined the staff for morning tea after each class visit.

Parish and School Links and sacramental program

During 2013 the links between the school and Parish continued to be strengthened. The Parish Priest and Co-Pastor regularly attended school events such as: Welcome to New Parents evening, Year Six Graduation and P&F functions throughout the year.

The REC worked collaboratively with the Parish Priest, Co-Pastor and the parish office to plan Masses, Liturgies, class visits and support the Parish Sacramental Program to build and strengthen the partnership.

This year the Parish Sacramental Program has prepared children from Year Two to receive the Sacrament of Confirmation and children from Year Three to receive the Sacraments of Reconciliation and First Holy Communion. The school supported all Parish based Sacramental programs through the Religious Education units taught at school which the Religious Education Co-ordinator (REC) aligned with the school's Religious Education Scope and Sequence.

During 2013 the Parish Bulletin continued to be distributed weekly to each school family with the REC reporting on aspects of school life.

A strong relationship and communication exists between the twinned Parish schools: St Mary's and St John the Baptist. The celebration of Mass for the new school year was celebrated with staff from both schools. The Year 6 students joined together in an annual Reflection Day and the Mission Project Days. The parents joined together for a parent spirituality morning.

Other aspects of Religious Life of the school:

- the creation of prayer spaces in classrooms, the school foyer and the library;
- the religious displays created in classrooms and various locations around the school/church;
- the creation of special altar banners for school Masses;
- the Earthkeeper Program for Years 5/6 including the focus on Aboriginal spirituality and the participation of the CSO Aboriginal Education Officer in bushwalks, prayer and reflection;
- the prayer, reflection and sharing by Year 6 students during our Kindergarten Orientation Program; and
- the celebration of staff prayer each fortnight.



3.3 Catholic Worldview

The school community responded significantly to social justice initiatives within the school. The following initiatives have helped to reflect some of our commitment to a Catholic Worldview and discipleship in 2013:

- the collection of non-perishable foods during Winter to support the annual 'Tinnies for Vinnies' appeal and the preparation of 11 class and staff hampers for the SVDP Christmas Appeal;
- outreach through Project Compassion to Caritas Australia;
- the preparation of knitted blankets to support the annual Wraps for Love appeal;
- ongoing fundraising for the Candela women's project in Peru with the sale of items;
- the use of funds raised by the mini-fete to provide resources for our sister school St Joseph's Catholic School at Peak Hill;
- the visits each fortnight to Wesley Heights nursing home and the monthly participation by a small singing group in the Masses provided for residents; and
- the use of funds raised by the sale of second hand school clothing for activities for the residents of Wesley Heights to participate in with the children.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

Professional learning in Catholic Mission is always a major focus for teachers at St Mary's.

Throughout 2013 staff had opportunities to further develop their knowledge, skills and expertise in:

- collaboratively developing RE class programs based on the Diocesan K-12 syllabus;
- meditation;
- becoming Extraordinary Ministers of Communion;
- creating altar banners; and
- the Ministry for Teachers program.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management and Student Discipline](#) Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

During 2013, the school continued to implement the KidsMatter framework and consolidate the specific elements into school life. The leadership of the school co-ordinator and the support of the school community assisted in the success of the program. From a student and staff perspective, the program has been well integrated into the school, with parents informing us of the positive response of the students in the program. The KidsMatter framework introduced such initiatives as, the National Day of Action Against Bullying, Bucket-fillers Day, KidsMatter Launch day, KidsMatter school Mural painting, Parent Forums as well as a Parent Support Group.

The Catholic Schools' Office officially launched the Diocesan Pastoral Care and Well-Being Framework with a Conference during the year. This will inform the directions of schools and the system at large in the years to come.

In anticipation of the school improvement goal for 2014, introduction of the Positive Behaviours for Learning (PBL) framework, the staff began initial training, survey data was collected and a basic introduction to lead community groups was undertaken.

4.3 Pastoral Care of Families

The school provides support programs which enable the school community to reach out to families in need. The strong support network, which includes class parent representatives, the Parents and Friends Association, Parish Council, Meal Help Co-Ordinator, Parish Priest and staff, ensures that the welfare of people within the community is monitored and any assistance is organised in a timely manner.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy and Procedures](#) which is implemented by all schools in the Diocese.

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site. Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

The 2013 School Improvement Plan goal for Learning/Teaching focused on Numeracy and the introduction of the Extending Mathematical Understanding (EMU) intervention program. A professional learning partnership between Australian Catholic University, Ballarat, the Catholic Schools Office and the school, enabled leadership and specialist teacher intervention training. The Teachers' Coach model undertaken by the school, offered a deep analysis of Numeracy concept development throughout the school and included assessment, data analysis, goal setting, class observations, team teaching and learning conversations with staff. A concentration on assessment, consistent and worthwhile, through the Mathematical Assessment Interview, conducted primarily in Kindergarten and Year 1, enabled staff to learn how to administer the assessment to each child and share data in order to 'know our students' better in Mathematics. Staff training consisted of strategic professional learning meetings, a Staff development Day and numerous Peninsula Numeracy Network meetings.

The introduction of the Australian Curriculum with Mathematics and English implemented in 2014 led to extensive training at professional learning meetings and a combined Peninsula staff development day. Throughout this process, extensive support was given by relevant CSO Education Officers.

5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- 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.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2013 cohort, there were **(42)** students in Year 3 and **(27)** students in Year 5.



Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	0	2.6	17.9	15.4	64.1	97
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	2.6	0	2.6	12.8	35.9	46.2	95
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	0	5.1	25.6	28.2	41	97
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	2.6	7.7	12.8	25.6	51.3	97
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	0	0	17.9	56.4	25.6	97

Strong results were evident across all areas, with particularly positive results in Reading, Spelling and Numeracy. Results in Writing show that student progress is consistent with previous years, however a focus on whole school Writing will be monitored.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	7.7	7.7	30.8	26.9	26.9	100
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	3.7	14.8	25.9	44.4	11.1	100
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	3.7	0	11.1	37	25.9	22.2	96
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	3.7	11.1	18.5	22.2	44.4	100
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	0	3.8	11.5	38.5	15.4	30.8	100

Year 5 results show that Band distributions have been above National and State averages consistently over the previous six years. This is evidence that teaching and learning approaches across the school are having a positive effect on student learning. Continual focus on students' learning in Spelling will be monitored.



5.3 Extra Curricula Activities

St Mary's School provided a comprehensive extra-curricular program that assisted in further developing the talents and interests of students. Along with the specialist program which includes Music, Library, PE and Japanese, the school continued to offer outstanding extra-curricular opportunities for students in Dance- (Danceworks), Skipping- (Double Dutch), Languages- French, Spanish and Mandarin (Fun Languages), Speech and Drama, Meditation, School Band program, Choir and Guitar tuition.

5.4 Professional Learning

During 2013, the school prepared for the School Review Process conducted by the Catholic Schools' Office (CSO), Broken Bay. This process, as well as having a strong focus on the school's improvement plan, enabled a focus on building teacher leadership capacity and capability. A culture of collective responsibility and collegial support was evident, with staff leading the learning at meetings and becoming the conduit for staff expert knowledge building. This strategy will continue the development of a community of learners within staff and a culture of shared leadership.

The major curriculum focus was Numeracy and followed the Extending Mathematical Understanding (EMU) Intervention Model, which focused on teacher development through the program developed in partnership between the CSO and the ACU Ballarat. A major initiative within this program identified students 'at risk' via the EMU Program and facilitated by the leadership team of the school. The Learning Co-Ordinator led this area and implemented an on-going extensive intervention program, as well as using class visits to coach and mentor teachers. The use of assessment in Numeracy, in order to better know our students, has been a major focus of professional learning during 2013. The use of assessment data will continue to inform teaching practice to improve learning outcomes for students.

As a member of the Peninsula Learning Community of Catholic Schools (PLCCS), the staff have benefitted from the networked learning that has occurred through the sharing of pedagogical knowledge and expertise across schools, through the Peninsula Numeracy and Literacy Networks. This is extended across the system of Diocesan schools in Broken Bay with the support of Catholic Schools Office staff.





6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The 2013 School Improvement Plan goals were a continued focus throughout the year in the areas of:

Pastoral Care and Wellbeing:

To improve student wellbeing by implementing the KidsMatter framework.

Learning and Teaching:

To implement the Extending Mathematical Understanding (EMU) Program.

To improve student Mathematical understanding in the number strand - counting and place value.

To administer the Mathematical Assessment Tool (MAI) to all students in Kindergarten and Year 1 and selected children in Years 2-6.

Catholic Life & Mission:

To continue to build parish/school/community partnerships to include the Manly Freshwater parish.

6.2 2014 Priorities and Challenges

2014 will herald the launch of our new school website. School Board members have taken on this project and have given us their valuable time and expertise to guide our decision making process. We have now selected the template for our new website and the CSO recommended service provider has been formally engaged to commence development. We are aiming to go live in Term 1 2014, with an ongoing transition to full functionality thereafter. To continue to improve school communication links with parents, the school has engaged the Primary Parent Planner application which can be downloaded to phones and iPads as a calendar.

During 2014 the PBL program (Positive Behaviour for Learning) will be introduced. PBL is a whole school approach to Behaviour Management that adopts proactive strategies for defining, teaching and supporting appropriate student behaviours and to create a positive school environment. Many of these strategies are already employed at St Mary's; this program will, however, formalise the school wide approach and become a focus for Board involvement in 2014.

The 2014 School Improvement Plan will focus on:

Pastoral Care and Wellbeing:

To strengthen student wellbeing through a focus on positive behaviour.

Learning and Teaching:

To improve student learning through a focus on effective pedagogy informed by data.

Catholic Life & Mission:

To deepen the understanding of, and commitment to, how we live our lives as disciples of Jesus.



7. Parent Participation

7.1 Introduction

St Mary's Parents & Friends Association continued to work positively to support the school during 2013, with considerable contributions to the social fabric of the school through effective leadership. The school community enjoyed many well organised social functions, including the Welcome Party, Walkathon, Trivia Night, Cocktail Party, Market Stalls, to name a few. The class parent representative program contributed to the development of effective communication links and support structures for parents. The parent community funded the completion of capital programs such as a refurbishment of the school hall and IT infrastructure such as laptops, iPads in the new Media Room and improved wireless connectivity throughout the school.

The School Board was an effective resource in assisting the Principal in strategic decision making. The Board is equally represented by parents across the grades and communicates clearly with the wider school population through the newsletter and P&F meetings. Members of the Board were active on priority teams and supported school improvement strategies throughout the year. Teams were successful in contributing to the KidsMatter program, the development of a new website and supporting the links between school and parish.

7.2 Parent Satisfaction

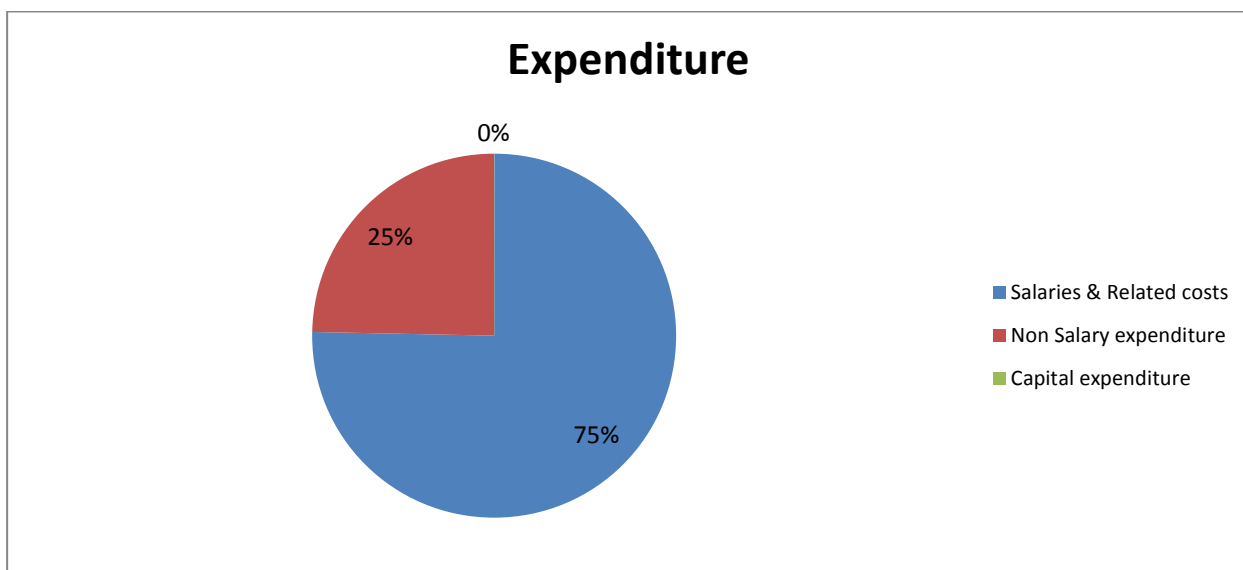
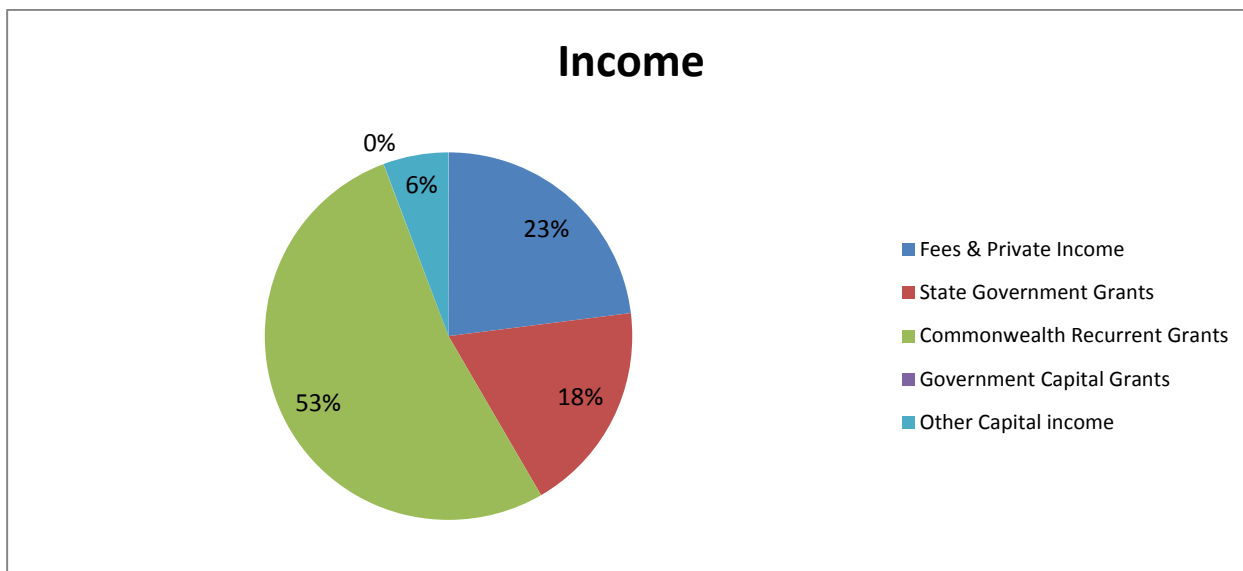
The results of survey data and evidence from focus group conversations have indicated a high level of satisfaction with the school across most major areas of school operations. The only area to receive an average response was in the way the school communicated with parents. It was suggested the school investigate ways it could provide more timely communication to parents. In 2014, the school will launch its new website, as well as the Primary Parent Planner application for phones and iPad installation. Also, the school will seek to improve communication via existing class parent representatives. These initiatives will be co-ordinated through the appointment of a school communications manager.





8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



The contents of this annual report have been validated by the School's consultant, Anne Duncan.