

St Mary's Catholic Primary School, Manly

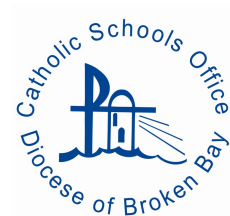
PO Box 307, Manly 2095

Principal: Mr Paul McGuire

Phone: (02) 9977 2225 Fax: (02) 9976 2785

Email: smm@dbb.catholic.edu.au

www.smmdbb.catholic.edu.au



ABOUT THIS REPORT

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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

This 2016 St Mary's Catholic Primary School Annual Report provides the school community with an overview of the key initiatives and events which occurred during the year. It provides the opportunity for the community to reflect on our achievements, as well as providing some insights into 2017 initiatives.

Each year, a community such as St Mary's, recommits to the vision and mission of the school, as well as its motto, '*Listen and Love*'. This report provides the context to why this is so vitally important.

The staff is a very committed group of professional people and it is a joy to come to St Mary's each day. Congratulations on an outstanding year and we all look forward to 2017.

To the parents, we thank you for your continuing support. Our School Advisory Group and Parents' and Friends' Association (P&F) have done an amazing job this year- we especially thank you!

Our wonderful students continue to show their great spirit and pride for St Mary's. So many have excelled this year in different ways. Congratulations to all of them.

We look forward to 2017!

Parent Body Message

2016 has been a successful year for the P&F with thanks to the P&F Executive, the committees, grade parent representatives and the contributions from many families within the school. The three major fundraising events of the year being the Walkathon, Trivia Night and Cocktail Party surpassed our expectations. I would like to thank all parents who organised and assisted committees to make these events so successful.

Finally I would like to thank all the wonderful staff at St Mary's Manly. We believe we are extremely lucky to have such great staff at our school and if the P&F can assist them by supporting them with the tools that they need to educate our children then we are doing our part to continue to contribute to our fantastic school.

We look forward to an exciting 2017!

Student Body Message

Each day at St Mary's we follow the school values; hope, compassion, justice, service, respect, honesty and courage. At St Mary's we always try to do our best, think about others who are hurt, forgive each other and tell the truth. These values have helped us to act as a disciple of Jesus and we will always carry these values in our hearts.

This school has grown so much over the years and we make sure to welcome everyone as warmly as we can.

We would like to thank our Principal, Mr McGuire, Fr David and all our teachers who have guided us, parents and other staff. For supporting us through our journey from Kindy to year six. You have all played an important role in shaping us in who we are today, confident, independent, happy and enthusiastic about the challenges that await us. To our fellow students we thank you for making this school a fun and exciting place to be, we have enjoyed spending time with you and we will miss you all. Many thanks and goodbye St Mary's, Manly.

Parish Priest's Message

St Mary's Catholic Primary School, Manly, continues to have an outstanding reputation in the parish and local communities. It is genuinely a Catholic school, caring for students, staff and families from not only the school and parish but the wider community. Its outreach programs are to be admired both here and abroad. We thank the school community for its contributions to parish life and in making a difference to those less fortunate.

We look forward to a continuing positive relationship with our parish school in 2017.

SECTION TWO: SCHOOL FEATURES

School Features

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

The school was opened in 1881, five years after the parish of Manly was created. Once the Christian Brothers College for boys (now known as St Paul's College Manly) and the Stella Maris College Manly 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. The school 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. The school motto of *'Listen and Love'* is a powerful reminder of the Gospel values that help to inspire and guide the school and parish community. The school caters for boys and girls from Kindergarten to Year 6, with two streams up to Year 4, then a single stream in Years 5 and 6.

Parents are very active within the school. This is encouraged and highly valued, both inside and outside the classroom. Students are engaged in an exciting, inspiring curriculum which promotes deep learning. Extra curricular programs enhance this powerful learning and includes: speech and drama; band; choir; dance; skipping; Science; Technology; Electronic Music; languages (Japanese, French, Mandarin and Spanish); as well as a comprehensive program within the before and after school care service.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
165	141	41	306

* Language Background Other than English

School enrolments continued on an upward trend during 2016 and projections for 2017 are similar. The School continues to monitor enrolments within the small site. A short longitudinal study of future enrolments up to 2020 enables consideration of enrolment intakes with a view to the future.

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 2016 was 92.93 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93 %	93 %	94 %	94 %	94 %	91 %	92 %

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 [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
23	5	28

* This number includes 11 full-time teachers and 12 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.	23
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	Assessment
Day 2	Assessment
Day 3	Jubilee of Mercy and Social Justice

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

In 2016 the religious life of the school had a focus on the Year of Mercy and we celebrated that we were one of five schools that had the Church Holy Doors. The whole school community continued to participate 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;
- Mothers’ Day;
- Grandparents and Special Friends Day
- Fathers’ Day
- Remembrance Day;
- St Mary’s feast day
- Christmas Carols
- The Year 6 Graduation
- End of Year Thanksgiving and 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 our fortnightly assembly. Our fortnightly value is also shared with the children at assembly by the Year 6 Mission Captains. Classes attend weekly rostered Class Masses and a family Mass on the fourth Sunday of each month in term time.

In Term 2 we initiated launching our project to assist the St Vincent De Paul society and the homeless people in our local area. We asked our families for various clothing items to be distributed to the local people in need as a direct commitment from the Mission Project planning day in May. With the assistance of the Catholic Schools Office we wrote new Social Justice modules to ensure our teachers and students understood our faith and learning in action for our local (Wesley Heights), national (SvDP) and international (See Beyond Borders) organisations that we support. We introduced a new Social Justice program to all years to increase our awareness of Social Justice in our wider community. We have identified a need to increase awareness of how we reach out to others.

The teachers have been given an opportunity to develop their mission formation through the year with courses provided by the CSO. The framework has been designed by the CSO to accompany teachers and leaders on their faith journey and to support them in their ministry of Catholic education. To this end we have designed 5 distinct levels of formation to enhance teachers' and leaders' understanding of and commitment to their faith. At each point along this journey teachers will be invited to renew and deepen their relationship with God and be inspired to live out their vocation as Catholic educators and faith leaders. There will be further opportunities for staff to continue this journey next year.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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 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.

Curriculum, Learning and Teaching has continued to focus on developing a deeper and more consistent approach to assessment and the gathering, analysis and planning using worthwhile data. An example of this was holding Collaborative Analysis of Student Learning conversations with our teaching staff to pinpoint key learning needs in the area of English and Mathematics.

Throughout the year a focus for curriculum was on implementing the new syllabus for the Australian Curriculum in History and Geography.

There was also an ongoing focus on Information Technology and various ways technology can enhance learning at the school including the implementation of the Google Apps for Education, including Google Classroom.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	91.11 %	52.50 %	0.00 %	9.60 %
	Reading	84.44 %	49.40 %	0.00 %	11.50 %
	Writing	57.78 %	48.80 %	0.00 %	6.20 %
	Spelling	66.67 %	46.40 %	4.44 %	12.40 %
	Numeracy	64.44 %	35.60 %	4.44 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	48.28 %	36.30 %	3.45 %	15.00 %
	Reading	65.52 %	35.30 %	3.45 %	15.50 %
	Writing	24.14 %	17.20 %	10.34 %	18.10 %
	Spelling	48.28 %	29.80 %	6.90 %	17.20 %
	Numeracy	48.28 %	28.30 %	3.45 %	16.50 %

NAPLAN Comments

Students in Year 3 and 5 participated in the National Assessment Program- Literacy

and Numeracy (NAPLAN) in May 2016. Results across both grades were well above national levels. The following points should be noted about the 2016 results;

Year 3 - There were very pleasing results in the 2016 cohort, particularly in Grammar and Punctuation and Reading. Writing will continue to be a focus for teaching and learning in 2017. Students who were deemed vulnerable in Numeracy were targeted via the EMU Middle Years intervention group.

Year 5 - The results for the 2016 cohort were above National results with a pleasing result in Reading. As with the Year 3 results, Writing will continue to be a focus for teaching and learning in 2017.

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.

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.

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.

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.

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

During 2016, the school's Wellbeing Team, made up of staff and parents, along with the student Pastoral Care leadership team, continued its focus on supporting the wellbeing of students, parents and staff through a range of initiatives including meditation, yoga, art therapy, student counselling, teacher and peer mentoring, the Student Representative Council and friendship coaching programs, to name a few.

Throughout the year, focus days were devoted to National Day of Action Against Bullying, Kidsmatter Day, as well as support for outreach programs via St Vincent de Paul Society and Wesley Heights Nursing Home.

The school values of compassion, honesty, hope, respect, love, service and justice are promoted throughout the life of the school. Our Mission captains lead the school at assemblies to follow these values and staff promote values in classrooms. Signage throughout the school promotes scriptural messages and the school's values.

Weekly awards at either, the Positive Behaviour for Learning (PBL) assembly which celebrates the recipients of bronze and silver awards, presented by the school leaders, or at Friday formal school assembly where teachers present students with awards based on PBL rules, school values, or academic performance. Each week at the Friday assembly, a child receives the *Shining Angel* award for outstanding, ongoing exemplary behaviour and attitude.

Student leadership is an important part of school life and our senior students are wonderful role models for younger students in the school. Senior students take their leadership positions very seriously and fulfil their roles very effectively.

SECTION NINE: SCHOOL IMPROVEMENT

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

Key improvements this year have been closely tied to the School Improvement Plan's (SIP) goals and include:

Teaching & Learning - Analysis and discussion of data. Goals: By the end of 2016, improved confidence and competence in the use of data is evident as indicated in the staff survey(staff). By the end of 2016, students are able to reflect and explain their progress on assessment results according to their goal-setting (students).

Mission - By the end of 2016, staff has developed Social Justice Religious Education Modules to enable a deeper understanding of all school outreach/ Year Mercy projects.

Wellbeing - By the end of 2016, the 'student voice' is evident in PBL Behaviour Expectation matrixes developed for individual school events.

Priority Key Improvements for Next Year

Priority key improvements in 2017 include:

Teaching and Learning - By the end of 2017, targeted high achieving students will be able to articulate their specific learning needs based on teacher feedback. These students will demonstrate improvement in these identified areas through work samples

Mission - By the end of 2017, staff has a deeper understanding of environmental sustainability through a closer examination of Pope Francis' encyclical *Laudato Si*.

Wellbeing - By the end of 2017, behavioural data gathered/analysed leads to positive interventions and support for 'at risk' students.

SECTION TEN: COMMUNITY SATISFACTION

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

Parent satisfaction survey results continue to indicate that there is a very positive atmosphere based on mutual trust and respect. Feedback via the School Advisory Group also confirms the strong school/parent partnerships which exist. Results from a parent survey conducted in October reveal that the top reasons for selecting St Mary's Catholic Primary School were - reputation of the school, school values, caring school community and quality of teachers and principal.

Student Satisfaction

During 2016 the students of St Mary's were able to contribute greatly to the life of our school. We were challenged to model our shared values of compassion, service, justice, hope, respect, honesty. The peer support program, lead by Years 5/6, focused on the themes of friendship and resilience and this helped to develop stronger interpersonal relationships from K-6.

The Earthkeeper Program enabled Years 5/6 to further explore our local environment including a hike from Dee Why to Manly and other excursions to locations such the zoo, Sydney Harbour and Canberra. Our swimming, cross country, athletics, debating, public speaking, dancing and Maths teams have all enjoyed representing our school and our band members and speech/drama groups both performed brilliantly at assemblies and concerts in 2016.

Programs such as 'Kidsmatter Day', 'Anti-Bullying Day', the seasons for Growth Program, meditation, peer support and the teacher-student mentoring program, contribute to a strong school culture based on a positive sense of other. . Students indicated that they have a great sense of pride in the school.

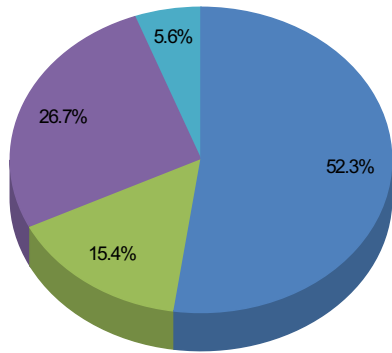
Teacher Satisfaction

During 2016, and in particular as a result of school self-review preparations, staff indicated through written and verbal responses that there was strong collaboration with the vision of the school by all stake holders. An emphasis on school improvement goals, targets and strategies was 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.

SECTION ELEVEN: FINANCIAL STATEMENT

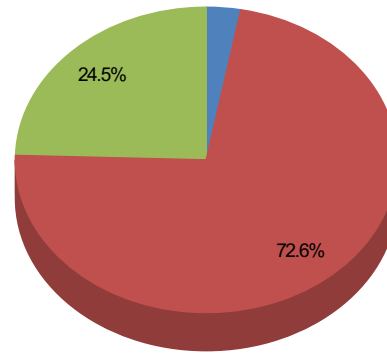
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (52.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.4%)
- Fees and Private Income (26.7%)
- Other Capital Income (5.6%)

Expenditure



- Capital Expenditure (2.9%)
- Salaries and Related Expenses (72.6%)
- Non-Salary Expenses (24.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,813,705
Government Capital Grants	\$0
State Recurrent Grants	\$536,130
Fees and Private Income	\$925,322
Other Capital Income	\$195,900
Total Income	\$3,486,864

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$98,303
Salaries and Related Expenses	\$2,451,313
Non-Salary Expenses	\$829,044
Total Expenditure	\$3,378,661