



CATHOLIC SCHOOLS
Broken Bay

2020

ANNUAL SCHOOL REPORT



St Mary's Catholic Primary School

Whistler Street, MANLY 2095

Principal: Mr Paul McGuire

Web: www.smmdbb.catholic.edu.au

About this report

St Mary's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

This 2020 St Mary's Catholic Primary School Annual Report provides the community with an overview of the key initiatives and events which occurred during the year. It provides the opportunity for the for the community to reflect on our achievements, as well as providing some insights into a very successful year.

Each year, a community such as St Mary's, recommits to the vision and mission of the school, as well as its motto- 'Listen, Love and Learn', as well as the seven school values. This report provides the context to why this is so vitally important to the positive school culture that exists.

It is important to acknowledge the wonderful contributions of many people such as students, staff and parents, particularly those who have added so much through their outstanding enthusiasm and commitment to everything the school stands for- its strong values which guides school life each day. the outstanding support through the two main parent bodies, the School Advisory Group (SAG) and Parents & Friends (P&F) Association, has enabled the school to continue its excellent results and community reputation.

Parent Body Message

2020 has proved to be a very different year to any other as my first year as P&F president. With Covid19 gripping the world, we saw very rapid transitions from normal life, to lockdowns, studying and working from home and zoom meetings. St Mary's did a great job to adapt as quickly as possible and congratulations to the school and especially the teachers for getting the kids through this challenging time.

Given the extraordinary circumstances, the P&F decided it was best to take a break from fundraising this year. We were able to do this due the amazing efforts of previous years leaving the P&F well funded. We were still able to contribute a large amount to school IT equipment which seems particularly important given the circumstances.

Unfortunately most of the events that are normally run were cancelled this year, including the cocktail party. Events such as these give parents a chance to get to know each other and contribute to really building a family feel. We are hoping that we can get back to normal next year and do more of what makes St Mary's such an amazing school to be a part of.

A massive thanks to the P&F committee, parents who helped out in any capacity (large or small) and all the teachers for making this year such a memorable year and one we will surely never forget. I also welcome any new members as some roles (secretary, treasurer and grade parents) become available in 2021.

Student Body Message

Wow what a year! It's been so crazy I barely know where to begin! We came to school, then started learning from home then fortunately back to school again. It really has been wild.

Through all this, we still have followed the way of Jesus and shown all 7 of our school values, Courage, Honesty, Compassion, Service, Justice, Respect and our main value throughout COVID, Hope.

Remaining Hopeful this year has proved a challenge like no other. A big pat on the back to everyone for doing HBL for the first time! It was such a weird change and it was good to see that everyone learned to adapt quite quickly.

I think it's safe to say this year has proved to be a challenge for all but our motto, Listen, Love, Learn has helped us to get a better understanding of life and all that life may throw in our way. We know that we really need to listen to others to get a full understanding of any situation, you need to love one another and treat them with respect and you need to continue to learn to grow with knowledge.

We would just like to take some time to thank the people that have helped us get through 2020. Teachers, your kindness towards us students is the reason that we are willing and able to face any challenges or risks with a smile on our faces. Thank you, teachers, for all that you have done for us this year.

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 single stream in Years 5 and 6.

Parents are very active within the school, which is encouraged and highly valued, both inside and outside the classroom. Students are engaged in an exciting, inspiring curriculum which promotes deep learning.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
149	132	47	281

* Language Background Other than English

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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 92.67%. 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
92.54	94.14	94.20	93.33	92.22	90.03	92.26

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB 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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	28
Number of full time teaching staff	12
Number of part time teaching staff	12
Number of non-teaching staff	4

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

Due to the unique nature of 2020, the staff participated in the staff development days that were led by CSBB as well as a School Spirituality Day.

Day 1,2 &3: Mathematical Assessment Interviews and analysis

Day 4: CSBB Strategic Directions

Day 5: Spirituality Day

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which 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 explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities 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.

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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which 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. Throughout 2020 we have been working on reinvigorating our teaching and learning programs by guiding staff through the Renew RE Professional Learning process. This is to ensure that we continue to provide our students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and the way we live it.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (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.

In a challenging and unique year in education, St Mary's Manly responded to the Global Pandemic requirement of Home-Based Learning and provided Curriculum online for our student community.

The teachers were encouraged, in line with Federal Government directions, to focus on Literacy and Numeracy and provide other opportunities to engage students in their learning. Teachers were able to use their prior experience with technology to ensure access to teaching and learning continued.

Teachers were able to use the Federal Government's relaxing of the Syllabus outcomes to cover any gap in learning when students resumed face to face schooling. A strong focus on Literacy and Numeracy provided teachers with the opportunity to link other Key Learning Areas into their lessons.

This experience promoted growth in the professional understanding of staff of the use and understanding of education-related technology and what areas required professional learning for staff.

Student Performance in Tests and Examinations

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Complaints Handling 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

The school values of Compassion, Honesty, Hope, Respect, Love, Service and Justice are promoted throughout the life of the School. Our Pastoral Care captains lead the school in following the values and staff promote values in classrooms. There are weekly awards for Positive Behaviours for Learning (PBL). The recipients of bronze, silver or gold awards are acknowledged by St Mary's and presented by the school leaders. Each Friday, merit awards are given out to selected students. This takes place either in class or at the fortnightly formal school assembly. Merit awards are given out based on application to school values or academic performance.

Each term, a student from each class, is awarded the Values award for outstanding, ongoing exemplary behaviour and attitude, based on the School's values of Courage, Compassion, Honesty, Hope, Justice, Respect and Service. These students are presented with a certificate during our Friday assemblies. The award is replicated and put on display in the school.

Student leadership is an important part of school life and our senior students are wonderful role models for younger students in the school. They take on roles of responsibility in either Mission, Sport, Environment, Community, Pastoral Care and wellbeing or Library/IT. These responsibilities include leading assemblies and designated days pertaining to their role. Other responsibilities include leading whole school events such as Clean up Australia Day and National Day of Action Against Bullying. Senior students take their leadership positions

seriously and fulfil their roles very effectively. Senior students also accept the role of being a buddy to younger students.

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. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

During this Covid year of 2020, our Catholic Schools Broken Bay (CSBB), along with many other corporations and institutions, began a process of renewal. This renewal included a new strategic focus, 'Towards 2025' and incorporated a new vision and purpose for the entire CSBB, with our schools at the core. A strategic statement was also launched- ' Under the leadership of the Bishop we are committed to maintaining focus on our purpose to collaborating in the mission, to applying evidence based on practice in all our endeavours and to delivering the vision as we strive to be at least as good as the very best. The CSBB strategic themes- Evangelisation and Catechesis, Student Achievement and Capability and Enablement form the key priorities and themes. Strategic enablers include Governance, Financial Viability and Infrastructure and Facilities- these support the strategic themes and priorities.

Priority Key Improvements for Next Year

During 2021, CSBB (Catholic Schools Broken Bay) schools will begin to form and embed their own strategic vision to support the 'Towards 2025' strategy. The direction of CSBB will have a major impact on the School Improvement Plan (SIP) for St Mary's Catholic School. It is expected that schools will be recognised as centres of authentic professional Catholic education, our leaders are deeply committed to the faith and mission of the Church in Catholic Education, our staff embrace the values of Faith, Joy, Witness, Compassion and Courage as central to the work in Catholic Education in the diocese and that our work is lived through each staff member in their vocation as Catholic educators. Our strategy, in support of CSBB, will be to establish an 'Instructional Coach/Mentor Model', utilising the skills and expertise of our Leadership Team, to support teachers in the day to day work. Mentors will

meet regularly with teachers to co-plan and construct worthwhile learning experiences for all students, based on a variety of data sources for individual learning plans.

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

In 2020, parent satisfaction data revealed an overall positive level of support, in a challenging year for all. Data sources included mainly survey forms. Parents continue to choose St Mary's for the following reasons-

- Values of the School
- Caring small school community- Catholic
- Quality of teachers and principal
- Reputation of the school
- School size- not too big
- Children are known!
- Quality of the learning programs
- Parent attended the school
- High parent involvement

Other comments from the 'Tell Them From Me' survey include-

'There is a wonderful sense of community and friendship at St Mary's'.

'Great principal and teachers... very committed. Very safe environment, both emotionally and physically'.

'St Mary's is a small, nurturing school and helps to instil and grow our Catholic values in our child's education. It is a welcoming school and has a wonderful sense of community'.

Student satisfaction

Even though for close to a term, students were 'home-schooled', for the main part all students quickly adjusted to normal school routines upon their return. The school conducted the 'Tell Them from Me' survey which enabled the voice of the student to be heard. Some of the feedback provided included-

* What I like about school is that you can express our feelings and show people who you are. The education that is taught at school is really engaging for us kids but what would make it a bit better is that maybe we could do some activities outside.

* I like how it is a small school but you know everyone. All the teachers try their best for the children. It is a great environment. They teach really well. Everyone feels included. It is in a very nice location. The teachers and the principal are very kind.

* I like how in this school we have all learning materials and educated teachers. I also like how easy it is to make friends here.

Teacher satisfaction

Staff continue to be professional and committed in providing the best learning environment for students as possible. Staff responses to the Tell Them From Me survey included-

- * I work with school leaders to create a safe and orderly school environment
- * I talk with other teachers about strategies that increase student engagement
- * I discuss learning problems of particular students with other teachers.
- * I monitor the progress of individual students
- * I set high expectations for student learning
- * I use results from formal assessment tasks to inform my lesson planning
- * I help students set challenging learning goals.
- * Students receive feedback on their work that brings them closer to achieving their goals.

Overall satisfaction level was high amongst staff.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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 2020	
Commonwealth Recurrent Grants ¹	\$2,026,109
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$556,903
Fees and Private Income ⁴	\$947,517
Interest Subsidy Grants	\$1,499
Other Capital Income ⁵	\$202,088
Total Income	\$3,734,116

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$6,009
Salaries and Related Expenses ⁷	\$2,833,987
Non-Salary Expenses ⁸	\$769,996
Total Expenditure	\$3,609,992

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT