

# 2024

## ANNUAL SCHOOL REPORT



### **St Mary's Catholic Primary School**

1 Denison Street, MANLY 2095

Principal: Mr Paul McGuire

Web: [www.smmdbb.catholic.edu.au](http://www.smmdbb.catholic.edu.au)

## About this report

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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), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 at local school level and 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

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### Principal's Message

Parent engagement is synonymous with the school culture at St Mary's School Manly. Our School Advisory Group has assisted school leadership in a very positive way during 2024. The support and dialogue which exists, enables us to make informed decisions at school level, which includes the voice of our sample parents. A big thank you to our P&F Leadership group and committee for another successful year. We have had a very successful year on the social front. Our P&F Executive have been very supportive and contributed in a very effective way to the positive school culture that exists at St Mary's Catholic School Manly. Thank you to all our Grade Parent Reps for the way you have supported our P&F goals of welcome, connection and belonging. Special thanks to all our outgoing parents on the P&F Executive- our President, for her leadership as President of the P&F; to our Vice President/ Parent Engagement Coordinator, who has been instrumental in the role and the positive parent engagement culture which exists; our Treasurer, for the accurate and diligent financial reporting; to our Secretary, for keeping us organised and ontrack; and to our CSP Rep, for the unwavering support and voice of SMM you have provided to this diocesan group. 2025 will be a transition to a new executive parent leadership as they guide us into the next era at SMM.

As the school farewells our much loved and valued assistant principal (AP), we welcome our new AP in 2025. The school continues to enjoy positive enrolment growth with the introduction of an extra class next year.

### Parent Body Message

On behalf of the School Advisory Group, I wish to thank all the Members of the SAG for their time, contribution, and thoughtful service. I also wish the best for our existing members and thank them for their generous service over the years. We have advised on many school leadership issues this year, which the school leadership team have been most grateful for.

This year each term the CSBB and the CSP reps came together virtually. Catholic School representatives shared valuable information on school-based events, initiatives and activities. These included Father's / Mother's Day activities, Grandparents' Days, Trivia evenings; friend raising events, Colour Runs, School Excursions, Feasts Days etc.

The CSBB provide an overview of upcoming events being hosted/organised by Council of Catholic School Parents and introduce and inform the group of any new projects, this year the following new projects were introduced which have still yet to be finalised.

The Parents & Friends Association would like to thank all the grade parents for their work in 2024. Each year has organised their grade specific social event, with the help of parent volunteers. In addition to the events mentioned above, many grade-specific events were organised. Examples of these are Mum's drinks and family beach meet-ups. Once again, the grade parents have been an essential part of St Mary's Manly school community. They are also crucial to provide information to parents about school social events or last-minute changes at school, as well as answering certain day-to-day questions that parents might have.

### **Student Body Message**

Peers, students, teachers and parents, these past seven years have gone so quickly. We cooperated with each other to accomplish a variety of interesting tasks.

We have succeeded in so many ways at St Mary's, from learning how to read and write, to doing advanced mathematical equations. We have gone from having a buddy to being a buddy. One thing I love about St Mary's is how close our community is. It is like each and every one of us is a puzzle piece that joins to create one fantastic whole picture.

Meeting and learning all about my class has helped me thrive socially and has helped me develop many social skills. I have made so many memories that I will cherish forever, from laughing in the playground with my friends to playing all kinds of fun games together like handball and soccer. It feels like yesterday when we first walked through the school gates and soon we will be doing it all again. No matter what gate it is, just remember we are all in it together.

So, as I stand here thinking about high school, I am experiencing mixed emotions. I feel happiness, looking back on what we have strived for and achieved, but also sadness knowing we will be saying farewell. Let's remember the friendships we have made, the lessons we have learnt and the memories we have created.

Parents, thank you for helping your children get a proper education and learn so many life skills. We wouldn't be here today without you. You are the glue that keeps us together. You have given us endless support and have always believed in us. Teachers you have been there during some of our hardest times, you have been more than just educators nurturing us. You have been our guides, even our friend. You show resilience and dedication ensuring that our learning never stopped. You have prepared us for high school and life. Thank you!

In conclusion, thank you to everyone who has helped us to become who we are today, and good luck to each and every student in St Mary's Year 6 graduating class.

## School Features

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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 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
173	141	54	314

\* Language Background Other than English

## Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2024 was 90.80%. 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
92.50	91.10	92.10	89.90	91.50	90.40	87.60

## 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 Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	21
Number of full time teaching staff	12
Number of part time teaching staff	9
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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 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.



## Catholic Identity and Mission

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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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Catholic Schools Broken Bay 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. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include 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.

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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Parents actively contribute to the new RE curriculum by assisting in painting figurines integral to this innovative approach, playing a role in teachers' weekly storytelling and presentations.

Parish Masses occur regularly throughout each term for each stage, accompanied by class visits from the priest. Family Masses are a monthly occurrence on the last Sunday, and significant school events, such as the Feast Day, Assumption, Listen Love Mass, and school liturgies, contribute to the spiritual vibrancy of the community.

This year, our Staff Spirituality Day centered on deepening our understanding of the Sisters of the Good Samaritan of the Order of St. Benedict and exploring the heritage of our school. Following this, we celebrated our Feast Day by sharing this history with our students. To bring the story to life, we invited historian Patricia Thomas to visit each class and provide an engaging lesson on the history of our school and the Sisters of the Good Samaritan.

Social Outreach initiatives demonstrate the school's commitment to service, including support for St. Vincent de Paul through Christmas hampers, a Catholic Mission Socktober fundraiser in October coinciding with Mission Month and the Diocesan Mission Mass, Project Compassion to aid Caritas during Lent, and assistance to the Parish with their Christmas Day lunch.

Our Parent Engagement Coordinator helps to create the link between School, Parish, and outreach programs, coordinating parent volunteers for events such as Family Mass BBQs, and organising outreach programs like Christmas hamper wrapping. Bishop Anthony invited the community of the Northern Beaches to engage in a regional Pastoral Discernment Project, which was a synodal process. This was facilitated by the Religious Education Coordinator.

## Curriculum, Learning and Teaching

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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.

This year St Mary's Manly focused on improving Mathematical fluency in Number. Through collaborative coaching, we have been working with staff and we had a goal of one years growth for each child.

Teachers have worked on developing their capacity of the new Mathematics Syllabus so teachers had better understanding of the essential learning that is needed for all students in their class and grade. Collaborative coaching sessions have been invaluable in developing a shared understanding and practice within the teaching staff.

Students have been able to build their fluency in number and algebra and this is evident in the way the teachers talk about how the children can explain their thinking in Mathematics

Although we did not achieve 1 years growth on the Essential Assessment Common Grade Scale for Representing Number the mean growth for most grades was .6 years. In PAT Maths the expected growth for most grades was at 60% or above.

In NAPLAN St Mary's had some outstanding results in Year 3 with all children being placed in the Strong or Exceeding proficiency band. Within the diocese of Broken Bay St Mary's scored in the top 10 schools in 5 different areas of NAPLAN.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Mary's Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	71%	54%
	Reading	88%	66%
	Writing	100%	77%
	Spelling	67%	61%
	Numeracy	92%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	94%	65%
	Reading	98%	71%
	Writing	94%	67%
	Spelling	84%	68%
	Numeracy	88%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2024.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 2024.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2024 to reflect new system processes.

## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

In 2024, 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

The overwhelming reason for choice of school were- Word of mouth and reputation, which are indicative of the positive name the school carries within the local community. Community/family feel, welcoming process, values, reputation and caring school were the most influential reasons for decision making regarding school choice.

### Student satisfaction

The School prides itself on its attention to the wellbeing of all students. Student responses to surveys and discussion groups, indicate that the majority feel safe and included at school. Students also reported that they can approach staff with any concerns and feel that they have a voice when suggesting improvements, particularly with the Student Representative Council regularly meeting and reporting back.

Students commented that they know the School rules and follow them, stating their support for the 'BeYou' Framework which includes the Positive Behaviours for Learning program and the School values. Students were involved in the Peer Support Program, 'Be You' Day, National Day of Action Against Bullying and Violence as well as our meditation program in



term 2. All of these programs had a positive impact on student's understanding of why a peaceful and safe school environment is important for all.

### **Teacher satisfaction**

Staff indicated through written and verbal responses that there was strong support of the school's vision amongst all staff. All staff committed to the school improvement goals, targets and strategies and their understanding of the school's directions were very much evident in staff meetings, collaborative conversation interviews and discussions. In a climate of open, honest communication, staff opinions were highly 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.

## Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,576,994
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$315,056
Fees and Private Income <sup>4</sup>	\$1,573,887
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$224
<b>Total Income</b>	<b>\$4,466,162</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$53,604
Salaries and Related Expenses <sup>7</sup>	\$3,902,541
Non-Salary Expenses <sup>8</sup>	\$1,274,451
<b>Total Expenditure</b>	<b>\$5,230,596</b>

### 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 2024 REPORT