

# 2021

## ANNUAL SCHOOL REPORT



### St Mary's Catholic School

37 Percy Street, WELLINGTON 2820

Principal: Mrs Leanne Clarke

Web: <http://www.stmaryswellington.catholic.edu.au>

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## About this report

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St Mary's Catholic School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB 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 CEDB. 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 faith formation, learning and wellbeing of its students.

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

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

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## Message from key groups in our community

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### Principal's Message

St Mary's offers experiences and opportunities that make us stand out as a school that is progressive and supportive of the talents and abilities of both students and staff. We are an adaptable school community, challenging ourselves to try new things, striving for continual improvement and prioritising relationships.

This report encompasses focus areas and school initiatives for 2021. These include witness to Christ through community outreach projects, school focus on authentic and purposeful teaching practice and student engagement, along with building teacher capacity and retention of quality staff.

During 2021 we have continued to develop our agriculture and sustainability projects, focused on community consultation for school growth, and successfully implemented a school/community initiative, the Outback Immersion program. With the challenges of learning and teaching from home, lockdown and keeping our families safe, we have endured and we are stronger.

The pandemic has enabled staff at St Mary's to develop a skill set around effective learning through technology and has enhanced our relationships with our St Mary's families. During this continued time of uncertainty in our community we have faith in the special student, staff and family connections that we have at St Mary's Wellington.

### Parent Body Message

During 2021 our Parents and Friends Association has been challenged like the rest of our school community. Due to the boundaries that the pandemic has put on us, our main source of fundraising came through our canteen takings. Our canteen coordinators and wonderful volunteers are thanked for their ongoing efforts to support our students. We were also able to run our annual Mother's Day Stall. Even with limited fundraising, we have still been able to support the school financially with the purchase of two sheltered park settings for the oval area and a compost bin for our school garden.

Our families were unable to come into the school and support many events this year due to health restrictions, however through online learning platforms, school events such as Book Parade and the School Play were shared creatively with our families.

It was wonderful to welcome some new parents at our monthly P and F meetings and to hear some fresh ideas for further supporting our school community. Our committee are thanked for

their help and support which enables us to contribute to the school in the way that we do. We look forward to seeing what the coming year brings for us.

### Student Body Message

During 2021 Student Representative Council meetings were held regularly. We discussed how we could make the school an even better place. The SRC had discussions on how we could improve the school for the students and all ideas on what we proposed were reported back to the school Leadership Team.

The School Captains and Primary Captains are responsible for running school assemblies with COVID times being the exception. We attended Leadership Days in Sydney and heard speakers who inspired us to be the best leaders that we can be.

The SRC have raised money through our Easter Raffle, school bumper stickers, Toastie Tuesday, funny hair week, cake stalls, Mercy day activities and our annual Teachers V Students sport games. We held social dances for all sections of the school, with the SRC particularly organising the Year 3 to Year 10 socials. The money raised went towards developing a foyer near the learning support room into a student space. We have designed a display cabinet to showcase our school academic and sporting awards.

Each year the SRC supports specific charities and also looks to donate something special to the school. This year's charities were the Daniel Morcombe Foundation and Black Dog Institute.

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## School Features

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St Mary's Catholic School is situated in the town of Wellington which has a long history of Catholic Education with its first Catholic School opened in 1862 by a lay teacher. In 1883 the Sisters of Mercy joined the school and had a presence until 1999. St Mary's is a co-educational Catholic School, catering for students from Kindergarten to Year 10. At the completion of Year 10, students either progress to St Johns College in Dubbo, other local high schools, boarding school or enter the workforce.

St Mary's has an active Parent and Friends association who fundraise to support the school with the purchase of teaching and learning resources, supporting student access to cultural activities and the upgrading of school facilities. The P and F also support school events with catering and organisation. In 2019 St Mary's convened a community Task Force. This group continues to meet each term and consists of school leadership, teaching, ancillary, parents, parish and community representatives. The group advises the school on the direction of the Annual School Improvement Plan and on school promotion strategies. The Student Representative Council consists of students from Year 3 to Year 10 who represent their year groups. These students provide a student voice in the school and coordinate student social events and fundraising for charities and identified school projects.

Opportunities for students at St Mary's are abundant. While restricted in 2021 these have included co-curricular programs encompassing an Outback Immersion Trip to Bourke and Whitecliffs, an Easter Hat Parade, online Book Parade (K-10) and a St Mary's virtual dramatic play, where the play scenes were recorded and shared with families and friends through the school social media sites. There were opportunities for camps and excursions throughout the year with students accessing the local sport and recreation centre, Taronga Western Plains Zoo and a number of school incursions. Sport programs have included afternoon training sessions and access to Diocesan pathways. Visits from football, soccer and cricket coaches were accessed during the year. There were also some opportunities for local sport exchanges with local schools in Touch Football.

Construction is underway in our K-2 section of the school, to develop an outdoor learning space. Although delayed through the pandemic, the concrete slab has been prepared ready for a fixed shade structure to be constructed early in 2022. The addition of an electronic noticeboard at the front of the school has also created a new mode of communication for school events and notices.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K-10. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Total Students
73	84	0	157

\* Language Background Other than English

### Enrolment Policy

Catholic Education Diocese of Bathurst has an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

### Student Attendance Rates

The average student attendance rate for the School in 2021 was 90.56%. 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	Year 7	Year 8	Year 9	Year 10
89.90	92.11	93.00	90.51	92.34	89.84	91.23	90.27	90.40	91.14	85.41

### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of

students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

### Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2021	
% of students undertaking vocational training or training in a trade during the senior years of schooling	0 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	0 %

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	28
Number of full time teaching staff	13
Number of part time teaching staff	7
Number of non-teaching staff	8

### Total number of teaching staff by NESA category

Teachers at this School are 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 at these levels is as follows:

- 29 Conditional teachers
- 24 Provisional teachers
- 873 Proficient teachers
- 2 Highly Accomplished and Lead Teachers

Additionally, there are approximately 9 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 of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional learning, meetings and conferences, and a range of programs provided by CEDB. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional learning. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following information provides specific details relating to the focus of these professional learning sessions.



## Summary of professional learning at this school

St Mary's continued with professional learning during 2021, adapting to online communication and correspondence as required. Twilight meetings included the focus areas of Vocabulary in the classroom context (K-10), Assessment and Reporting - effective practice and review, and development of Scope and Sequences (K-10). This professional learning was aligned to the Annual School Improvement Plan.

Weekly professional learning team meetings were held across the school with the focus on these meetings being literacy and numeracy data analysis which informed teaching and learning practice. At some stages during remote learning these meetings did revert to communication and organisational meetings.

Staff development days included a focus on Behaviour Management across the school; developing critical thinking skills in our learners and a staff retreat which was implemented successfully on a remote platform.

One teacher completed a 6 month online leadership course and an early career teacher completed their Masters Degree in Education. A number of teachers participated in professional learning opportunities facilitated through Catholic Education Diocese of Bathurst throughout the year, mostly using remote learning platforms.

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## Catholic Identity and Mission

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

At St Mary's our vision is to foster and grow a Christ centred, inclusive community where individuals are supported to learn at high levels and to grow spiritually, socially and physically. Our mission is to develop a rich and authentic Catholic community and to proclaim and live the Gospel values of Jesus.

This is achieved by developing an understanding and practice of our Catholic traditions through preparation of and participation in parish and school masses and liturgies, celebrating feast days including St Patrick's Day and Mercy Day, and to celebrating and acknowledging NAIDOC and Sorry Day. At St Mary's we promote inclusion for all and learn about the local Wiradjuri history and culture. This is embedded into our teaching and learning and school celebrations.

We have focused on building connections with the St Patrick's Parish with a representation of students attending the Friday morning parish mass. In addition to this St Patrick's Parish is represented by parishioners on our St Mary's Task Force, contributing ideas towards the direction of our school.

At St Mary's we acknowledge and respect the traditions of our Mercy heritage and this is reflected in our community connections with the local retirement home, Maranatha. In a partnership with Centacare our students connect regularly with the residents sharing their experiences and learning with each other. Before COVID restrictions were put in place, students visited Maranatha and interacted with the residents. For the remainder of the year students completed craft activities for the residents, shared family packages and interacted through letter writing and sharing their school work. In addition to this we hold K-10 group activities on school celebration days and have an embedded student buddy system across the school, fostering caring for each other.

As a school we recognise Christ in each individual by celebrating achievements through

weekly assembly awards for effort and excellence in addition to acknowledging excellence through our yearly presentation evening awards. Through the implementation of our school wide positive behaviour for learning framework the school focuses on rewarding positive student behaviour with end of term student activity sessions, principal reward lunches and a school celebration at the end of the school year. In 2021 the end of year celebration took the form of a school activity day where students participated in activities across the school, supported a students v staff sport event, and shared a community lunch.

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## Curriculum, Learning and Teaching

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### Primary Curriculum

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.

St Mary's has developed scope and sequences for each key learning area (K-6) that enable the curriculum to be delivered effectively across each stage. Teachers work collaboratively in professional learning teams to determine what is taught and to develop consistent approaches for delivery of content. Data is then gathered from class tasks and assessments and individual student progress is monitored across each KLA. There has been a systematic and planned approach to the delivery of Literacy and Numeracy across K-6 classes, with connections in some KLAs also between Stage 3 and Stage 4 (middle school), including History, Geography and English. Renaissance Reading (English) and Second Step (social and emotional learning) are programs that have been implemented successfully throughout 2021.

Response to intervention at St Mary's involves a tiered approach. Content is taught and re-taught in the classroom context. If mastery is still not achieved after this point, intensive intervention is accessed through the learning support team and occurs at a time other than during essential learning for English and Mathematics. 2021 has seen a review of school processes in learning support and new structures have been trialled during the year resulting in the more effective use of support staff in the classroom.

In addition to these strategies, funded students, and students identified with learning needs, have received individual support through MiniLit, MacLit and Quicksmart intervention programs, and speech and occupational therapy programs. Our Aboriginal Education worker also works both in classrooms and with individual students to support learning in literacy and numeracy.

Whole school approaches to improve student achievement in KLAs in 2021 have focused on the use of common templates for programs and scope and sequences. Professional learning has targeted the use of these templates and their application across all KLAs. Towards the end of the year, there was a whole school approach initiated to review scope and sequences

and effective assessment strategies. These areas will continue to be prioritised in the coming year.

The development of school wide pedagogy has been a focus area during 2021 and this was evident during the time spent working with and developing strategies for remote learning. There has also been a focus on the use of effective and consistent communication with our students and families. Teachers were required to collaborate and use innovative thinking to develop effective instructional models and appropriate content to address the learning needs of students. Professional learning at this time supported the collaborative processes with both face to face meetings and zoom meetings.

Digital technologies at St Mary's are effectively used to enhance student learning. Chrome book and ipad banks are available for each stage and these devices support teaching and learning. All students are able to access the Google platform and students in Stage 2 and Stage 3 have worked extensively with Google classroom throughout 2021. Using the Seesaw app, students with the support of their teachers across K-6 have developed learning journals and are able to confidently upload their work to share with their families.

### Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, and Technological and Applied Studies (TAS). 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.

St Mary's has developed scope and sequences for each key learning area (7-10) that enable the curriculum to be delivered effectively across each stage. Teachers work collaboratively in professional learning teams to determine what is taught and to develop consistent approaches for delivery of content. Data is then gathered from class tasks and assessments and individual student progress is monitored across each KLA. There have been connections in some KLAs between Stage 3 and Stage 4 (middle school), including History, Geography and English. Renaissance Reading (English) and Second Step (social and emotional learning) are programs that have been implemented successfully throughout 2021.

Response to intervention at St Mary's involves a tiered approach. Content is taught and re-taught in the classroom context. If mastery is still not achieved after this point, intensive intervention is accessed through the learning support team and our Aboriginal Education worker. A daily pastoral care group also meets daily to support identified students to ensure that they are prepared for learning and are given assistance with class and assessment tasks as required.

In addition to these strategies, students identified with learning needs have received individual support through targeted intervention programs. One student has worked through life skills programs in 2021 and some alternate programs have been developed for a number of disengaged students who were not responding to traditional teaching models. Alternate programs have been successful, reducing disengagement and resulting in set learning goals being met.

Whole school approaches to improve student achievement in KLAs in 2021 have focused on the implementation of common templates for programs and scope and sequences. Professional learning has targeted the development of these templates and their application across all KLAs. Towards the end of the year, there was a whole school approach initiated to review scope and sequences and effective assessment strategies. These areas will continue to be prioritised in the coming year.

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Digital technologies at St Mary's are effectively used to enhance student learning. Chrome book and ipad banks are available for each stage and these devices support teaching and learning. All students are able to access the Google platform and students in Stage 4 and Stage 5 have worked extensively with Google classroom throughout 2021.

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## Student Performance in Tests and Examinations

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### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2021, the number of students issued with a RoSA was 6

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## 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 underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) 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.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework revision began in 2021 and will continue in 2022. The Framework can be accessed at the [Pastoral Care and Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline policies and procedures are aligned to the diocesan Pastoral Care and Wellbeing Framework. The School's policy operates 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 for all students. It supports the development of positive 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 respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline policies and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Pastoral Care Policy and Wellbeing Framework. 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.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Complaints Handling Policy

Catholic Education Diocese of Bathurst has a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world.

The Policy and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

The full text of the Complaints Management Policy may be accessed on the [CEDB website](#) or by contacting Catholic Education Diocese of Bathurst.

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Procedural Fairness, and Whistle Blowers. All of these are available through the CEDB website and the school website.

## Initiatives promoting respect and responsibility

School wide positive behaviour for learning is practiced and promoted at St Mary's, using four fundamentals (Be Safe, Be Responsible, Be Respectful and Be a Learner). In 2021 the SPB4L committee, consisting of parents, staff and students were only able to meet on a few occasions to gather data and plan targeted behaviour focus areas K-10 due to remote learning limitations. Data was gathered through parent feedback, student forums and surveys. Some focus areas included getting to class on time (Be responsible), respectful speaking (Be respectful), moving safely around the school (Be safe).

Our leadership team in consultation with class teachers developed clear behaviour guidelines for classrooms and a consistent process was initiated for referring and recording inappropriate student behaviour. This resulted in reduced incidents of disruption in classrooms and overall behaviour incidents.

Students were awarded Goldies for consistently good behaviour and these were tallied on the class Dojo App. In K to Year 4 (Junior school) positive behaviour is promoted through a consistent visual approach. Emoticons are displayed at the front of the room and students can move up or down depending on their level of behaviour. Year 5 to Year 10 (middle and senior school) are rewarded for appropriate behaviour through the class Dojo app - with progressive tallies of Dojos (Goldies) resulting in different rewards each term. In addition, Goldies are awarded throughout the school for specific whole school behaviour focuses.

Local agencies have also been used to present sessions, including staying safe, road safety, wellbeing and cyber safety. In addition to this staff have taken part in professional learning for the Second Step program and this had been implemented in K-Year 8 programs. In K-6 classes, circle talks occur once a week, where student work learn about respectful and responsible behaviour. As required these circle talks can also be used for conflict resolution.

Our school initiatives promoting respect and responsibility are reflected in the positive feedback that we receive from school visitors and when students attend excursions and other events away from school. Comments are made about positive behaviour, respectful and caring students, which is a reflection on our school expectations.

In 2021 Wellbeing programs across the school were monitored and the school Wellbeing framework was incorporated to provided direction for St Mary's K-10.

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## School Improvement

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Catholic Education Diocese of Bathurst has collaboratively revised and implemented Quality Catholic Education (QCE) in all schools. The QCE framework supports the continuing focus on school improvement and transformation. Cyclical processes in CEDB and schools underpin the framework ensuring alignment and coherence.

Strategic Improvement Plans (SIP) are future focused documents that map the Diocesan and School's directions, focused specifically at improving outcomes for all students and staff through the areas of:

- Faith
- Learning
- Stewardship

Each year, the CEDB and School develops an Annual Improvement Plan (AIP) indicating the intended key strategic intent across these areas for the coming year.

A copy of the school's Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School office.

### Key Improvements Achieved

#### Faith

St Mary's was able to continue to build community missionary connections throughout 2021 in creative and innovative ways. Online platforms were used to create opportunities to record messages and share learning experiences with our families and to the broader community. Our connection with the Maranatha Aged care continued virtually and we were able to create posters and treat to send to the residents.

#### Learning

The St Mary's Task Force, consisting of parents, community and parish members and staff continued to be an active presence in the tracking of the Annual School Improvement plan in 2021. Consultation meetings were held each term with important feedback on school direction and promotion resulting. Across the school the focus on student engagement and quality teaching was supported by professional learning and peer coaching between staff. The middle school film days developed a connection between Year 5 - 10 students as did our inaugural outback trip which saw our Year 5 - 10 students, parents and staff travel into the outback of NSW to explore natural and cultural experiences. This trip was the recipient of the Roger O'Sullivan Memorial Award, promoting family, school and community partnerships.

## Stewardship

School refurbishments included new desks for Year 7-10 classrooms and a the installation of a new kitchen area in the school staffroom. This has created and new and fresh scope for these spaces in our school. Sustainability was a focus area with classroom scraps being recycled in the garden and recycling of plastics both promoted.

## Priority Key Improvements for Next Year

### Faith

2022 will see the focus on connections with community at the forefront. Maintaining both parish and Maranatha aged care as the main focal points. To foster discipleship in the school context, it is our intention to trial a Mini-Vinnies in the school to enable students to develop ways of supporting the wider community. Wellbeing across the school for staff, students and St Mary's families will be a priority area. Breakfast club will be relocated the the school canteen and offered to our students daily to support their health and wellbeing.

### Learning

The Leadership Team has been adjusted for 2022 to allow for the positions of Leader of Learning - Instructional practice, Leader of Learning - Curriculum and a Leader of Learning - Wellbeing positions. Leaders in these positions are responsible for K-10 in their area of expertise, allowing for whole school practices to be embedded. There will be a focus on the middle school through opportunities each term for our Year 5 - Year 10 students to participate in KLA days and joint excursions. There will be a continued focus on quality teaching and learning with the expectation that every student will learn to the best of their ability. During 2022 an outdoor learning area will be constructed at the side of the K-2 classrooms which will be an added asset for our Junior School.

### Stewardship

Enabling St Mary's staff as educators will continue to be a priority, both through providing targeted professional learning opportunities and supporting early career teachers. Refurbishments of the student and office foyers will be a focus.

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## 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 2021, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Additionally CEDB undertakes extensive surveying of all stakeholder groups through annual School Improvement Surveys. This data is used to further inform school improvement.

### Parent satisfaction

2021 Parent feedback was positive overall and reflected the school's direction towards providing a high quality education for all. Communication, open feedback and striving to improve were commendations. Data indicated that parents would like to see increased student and parent feedback opportunities, to further inform school direction.

Parent satisfaction data was collected through the 2021 School Improvement Survey, P and F feedback, parent comments in both Kindergarten and Year Seven enrolment interviews, the St Mary's Task Force feedback and through student exit form comments.

Quote: "Wonderful school with excellent staff, who go above and beyond to ensure my child receives a great education. They provide a safe and secure environment in which to learn."

### Student satisfaction

Student survey data indicated strong support for a positive and supportive learning environment which accommodated the needs of all learners. The focus on Aboriginal culture and Religious Education was also supported. Areas for growth from the student perspective were the need for more community and social justice activities and reviewing the discipline procedures to check if these are fair for all students.

Student satisfaction data was collected through the 2021 School Improvement Survey, Student Representative Council feedback, student forum groups, and anecdotal evidence through student comments to staff and parents.

Quotes:

"It (St Mary's) creates a great learning environment for all students."

"The school is good at including and helping me to learn."

## Teacher satisfaction

Teachers indicated that communication was a strength of St Mary's and that there were positive relationships in the school community. Areas for growth were reflective of the targeted areas in the school plan and included reflecting, analysing and setting goals for learning, student assessment and commitment to faith/church.

Teacher satisfaction data was collected through the 2021 School Improvement Survey, Professional Learning sessions reviewing the 2021 Annual School Improvement Plan, staff feedback sessions with the principal, and comments collected through weekly professional learning team meetings, evident in meeting minutes.

Quote:

"A place that truly cares for the wellbeing of students...listening to and taking advice from experts."

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## Financial Statement

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School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2021 year is detailed here:

<b>Recurrent and Capital Income [ASR_Income.yearid]</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$ [ASR_Income.commonwealthrecurrent]
Government Capital Grants <sup>2</sup>	\$(ASR_Income.govtcapital)
State Recurrent Grants <sup>3</sup>	\$(ASR_Income.staterecurrent)
Fees and Private Income <sup>4</sup>	\$(ASR_Income.feesandprivate)
Interest Subsidy Grants	\$(ASR_Income.interestsubsidy)
Other Capital Income <sup>5</sup>	\$(ASR_Income.othercapital)
<b>Total Income</b>	<b>\$(ASR_Income.totalincome)</b>

<b>Recurrent and Capital Expenditure [ASR_Expenditure.yearid]</b>	
Capital Expenditure <sup>6</sup>	[\$ASR_Expenditure.capital]
Salaries and Related Expenses <sup>7</sup>	[\$ASR_Expenditure.salary]
Non-Salary Expenses <sup>8</sup>	[\$ASR_Expenditure.nonsalary]
<b>Total Expenditure</b>	<b>\$ [ASR_Expenditure.totalexpenditure]</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 2021 REPORT