

2022

ANNUAL SCHOOL REPORT



St Mary's Catholic School

37 Percy Street, WELLINGTON 2820

Principal: Mrs Leanne Clarke

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

About this report

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](#).

Message from key groups in our community

Principal's Message

St Mary's has continued with a focus on quality teaching and learning during 2022. This commenced with our five year diocesan review through which we received strong feedback on the positive growth of our school. Student enrolments are steadily growing and St Mary's has further developed a positive reputation in the local community.

There has been a focus on learning enrichment across the school with constructive changes to the structure of learning enrichment. This ensures high quality support for our students will be guaranteed into the future.

Our students have excelled at state level with representation in the Christmas Art Competition, Diocesan Spelling Bee, Moorambilla Choir, Athletics and Touch Football. The St Mary's Cattle team has been successful and participated in a number of local shows. Clubs have continued this year with the Beautiful Gardens club picking up a Rotary award for the best school garden. Art club, Maths club and Chess club have also been offered to students in addition to some lunch time sporting opportunities. Community partnerships with our local retirement home, the parish and local graziers continue to allow us to offer opportunities to our students that build strong character and provide unique opportunities.

Our staff continue to be resilient and support our students to strive to achieve their best. Ranging from graduate teachers to those who have been at St Mary's for a number of years, we have been a talented and gifted team of educators who work effectively as a professional learning community.

Parent Body Message

After the recent challenging years, St Mary's P&F has been able to fundraise again. Fundraising started with a food stall at the Vintage Fair with lamb and gravy rolls, which was a huge success. The P&F held our annual Mother's Day stall which is always a favourite with our younger children to be able to spoil their Mothers. We also held our Father's Day breakfast which is always a wonderful opportunity for our school community to come and have a bacon and egg roll with our fathers and father figures. We held a paint and sip evening which was a lot of fun. The P&F ran the barbecue for the St Mary's Showcase, which was a sell out, took part in an Apron Fundraiser, assisted catering for a wedding and we sold Krispy Kreme donuts, which was a popular and yummy fundraiser. We have had an amazing

year with our P&F led canteen, which is open every Friday. This year the P&F have been able to contribute to the school, supporting with black out blinds for the school hall, a clothes dryer for student services, Library reading prizes and a donation to the Hear our Heart bus.

Student Body Message

This year has been an active year for the St Mary's Student Representative Council. The SRC consists of two representatives from each year level from Year 3 -10 and Primary Captains and School Captains. During SRC meetings we discuss how we could improve our school. The SRC representatives report back to their classes and students can also tell their class representatives what they would like discussed at the next SRC meeting. The School Captains are responsible for leading school assemblies each Monday morning and whole school assemblies each term. The school captains attended leadership days in Sydney and heard speakers who inspired us to be the best leaders that we can be. This year alone we have raised funds through our socials, footy tipping competitions, Push Up Challenge, Heroes for the Homeless and Easter Egg Raffle. The money we raised has supported charities and more recently supported the Bishop's flood appeal with funds being directed to St Joseph's at Eugowra who were devastated by recent floods. The SRC major fundraiser this year was for the construction of a Student Display Cabinet. We thank our school community for their support this year.

School Features

St Mary's Catholic School is situated in the rural town of Wellington where the first Catholic School was opened in 1862 by a lay teacher. In 1883 the Sisters of Mercy arrived and had a presence until 1999. St Mary's openly embraces the local Wiradjuri culture which is embedded in teaching, learning and cultural activities. A co- educational Catholic School, St Mary's caters for students from Kindergarten to Year 10. A voluntary playgroup, Little Saints, is supported on site for pre-school age children. At the completion of Year 10, students 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 through catering events. The St Mary's Task Force 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.

Many opportunities are available for our students. These have included programs encompassing an Outback trip to Lightning Ridge and the Warrumbungles, local on country excursions, an Easter Hat parade, Book Parade (K-10) and a St Mary's Showcase performance, where students and staff performed for our families and friends. The school garden and our Intergenerational program with residents at Maranatha House provide opportunities for connections with our local community. There were camps and excursions throughout the year with students accessing the local sport and recreation centre, Taronga Western Plains Zoo, Wellington Caves, visited Canberra and participated in a number of school incursions. Sport programs have included training sessions and access to Diocesan pathways. Visits from football, soccer and cricket coaches were accessed. There were also some opportunities for local sport exchanges with through gala days.

Our K-2 fixed shade cover has been recently constructed. This has created an additional learning area for our K-2 students in addition to providing a shaded learning and play space. The CEDB has supported St Mary's in replacing electronic whiteboards, with learning spaces now fitted with TV monitors. We have also purchased additional chromebooks which allow for all students across the school to have access to a personal device to support their learning.

Student Profile

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 2022:

Girls	Boys	LBOTE*	Total Students
94	99	5	193

* 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 2022 was 86.61%. 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
88.78	85.28	89.15	88.20	85.73	89.74	85.23	85.11	87.27	82.80	85.38

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 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	N/A %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	N/A %

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	37
Number of full time teaching staff	16
Number of part time teaching staff	9
Number of non-teaching staff	12

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:

- 30 Conditional teachers
- 37 Provisional teachers
- 859 Proficient teachers
- 1 Highly Accomplished and Lead Teacher

Additionally, there are 13 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 professional learning during 2022 was aligned with the School Improvement plan. Twilight meetings included the focus areas of effective classroom practice, data collection, reporting and assessment (K-10) and new syllabus implementation (K-2).

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.

Staff development days included a focus on Behaviour Management with Andrew Fuller; developing a deeper understanding of our school approaches to literacy and numeracy and a staff retreat which was facilitated by Dan White at Bathurst.

Two teachers completed a QELI leadership course, an early career teacher completed their Degree in Education and three of our teachers achieved accreditation as Proficient teachers. A number of teachers participated professional learning opportunities facilitated through Catholic Education Diocese of Bathurst throughout the year, using a combination of remote learning and face to face platforms.

Catholic Identity and Mission

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 and 8 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 through 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 celebrate and acknowledge 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 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. Staff are encouraged to attend parish masses and to contribute to parish events. This year a Caring St Mary's group was formed, which is a student led group who initiate projects to support our local community, including a successful blanket drive during 2022.

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 and students have resumed visits to Maranatha House. On numerous occasions residents have come to St Mary's and joined us for sharing sessions and school events. Students sang Christmas carols and made Christmas cards for the Maranatha residents which were well received and appreciated. In addition to this we

held K-10 group activities on school celebration days and have an embedded student buddy and induction systems across the school, fostering caring for others in our school community.

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 awards at our yearly school presentation assemblies. Through the implementation of our school wide positive behaviour for learning framework the school focuses on rewarding positive student behaviour with opportunities for students to redeem cub credit rewards and a school celebration at the end of the school year. In 2022 the end of year celebration took the form of a school fun day where all students and staff participated in activities across the school, supported with a student v staff sport challenge and shared a community lunch.

Curriculum, Learning and Teaching

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 curriculum content. Data is 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 in middle school focus sessions. Renaissance Reading (English) has been implemented successfully throughout 2022 in Year 3-6 classes and the Second Step (social and emotional learning program) is embedded through HSIE and PDHPE programs.

Response to intervention at St Mary's involves a tiered approach. Content is taught and re-taught in the classroom context. If mastery is not achieved, intensive intervention is accessed through the learning support team and occurs at a time other than during English and Mathematics. 2022 has seen a continued review of school processes in learning support and new structures have been embedded resulting in the more effective use of support staff across the school.

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

Whole school approaches to improve student achievement in KLAs in 2022 have continued to focus on the use of common templates for programs. Professional learning has targeted the implementation of the new English and Mathematics syllabuses. There has been a whole school approach focusing on the effective collection and use of student assessment data. These areas will continue to be prioritised in the coming year.

The development of school wide pedagogy has been a focus area during 2022 and this was evident with focuses on personalised learning and individual needs of our students. There has also been a focus on reviewing the use of effective and consistent communication with both students and families. Teachers were supported to collaborate and used innovative thinking to develop effective instructional models and appropriate content to address the learning needs of students. Professional learning this year has supported the collaborative processes.

Digital technologies at St Mary's are effectively used to enhance student learning. Chrome book and ipads are available for each stage and these devices support teaching and learning. Students are able to access the Google platform and students in Stage 2 and Stage 3 have worked consistently with digital technologies throughout 2022. 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) through the Film Hub project and cultural immersion opportunities. Renaissance Reading (English) and Dhub sessions are programs that have been implemented successfully throughout 2022 supporting learning and wellbeing.

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. Two students have worked through life skills programs in 2022 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 2022 have focused on embedding common templates for programs and the Leader of Learning - Curriculum has worked individually with teachers throughout the year to support in the development of their programs. Professional learning has targeted the need for making adjustments for students in learning activities and assessment tasks across all KLAs. Towards the end of the year, there was a whole school approach initiated to review the Renaissance reading data across Year 7-10. These areas will continue to be prioritised in the coming year.

The development of school wide pedagogy has been a focus area during 2022 and this has been a focus on professional learning. Teachers were required to collaborate and use innovative thinking to develop effective instructional models and appropriate content to address the learning needs of students. The learning support team has been supporting teachers throughout 2022 to make appropriate adjustments for students both in the classroom and with assessment tasks.

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 2022.

Student Performance in Tests and Examinations

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 2022, the number of students issued with a RoSA was 8

Pastoral Care and Student Wellbeing

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, Code of Conduct 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 Cub Credits for displaying consistently good behaviour and these were tallied on the class Dojo App. In Kindergarten to Year 2 positive behaviour is promoted through a consistent visual approach using emoticons. These are displayed at the front of the room and students can be moved up or down depending on their behaviour choices. Year 3 to Year 10 are rewarded for appropriate behaviour using the class Dojo app - with progressive tallies of Dojos (Cub Credits) resulting in different rewards each term. In addition, Cub Credits 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.

School Improvement

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 viewed on the school website or obtained from the School office.

Key Improvements Achieved

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, a student led Caring St Mary's group had been formed to enable students to initiate ways of supporting the wider community. Wellbeing across the school for staff, students and St Mary's families is a priority area. Breakfast club in the school canteen is offered to our students daily to support their health and wellbeing.

Learning

The Leadership team with the adjusted roles of Leader of Learning - Instructional practice, Leader of Learning Curriculum and a Leader of Learning Wellbeing worked cohesively. Leaders in these positions were responsible for K-10 in their area of expertise, allowing for whole school practices to be embedded. Middle school opportunities included a Film Hub project and the Cultural Immersion opportunities (Yr 5-10) in term 2. There was a continued focus on quality teaching and learning with the expectation that every student will learn to the best of their ability. The outdoor learning area was completed later this year at the rear of the K-2 classrooms.

Stewardship

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

Priority Key Improvements for Next Year

Faith

2023 will see the focus on connections with community continue. Maintaining both parish and Maranatha aged care as the main focal points. To foster discipleship in the school context, the caring St Mary's group will enable students to develop ways of supporting their wider community. Wellbeing across the school for staff, students and St Mary's families will be a priority area. Breakfast club will continue with an additional morning check in, coordinated by our Aboriginal Education worker to support students at risk to be settled and ready for learning at the start of each school day.

Learning

The Leadership team will work cohesively in 2023 with the Leader of Learning - Instructional practice, Leader of Learning Curriculum and a Leader of Learning Wellbeing looking holistically at the development of the whole child. 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 2023 the use of our new outdoor learning area will be be trialled and equipment and furniture to support this area will be researched and acquired.

Stewardship

Developing and retaining quality educators will continue to be a priority, both through providing targeted professional learning opportunities and supporting early career teachers. Sustainability will be a focus area and the use of our school garden will be reviewed and new planning initiated.

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 2022, 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.

Both Data and Comments from these School Improvement Surveys are summarised here.

Parent satisfaction

2022 Parent feedback was overall positive and reflected the school's direction towards providing a personalised learning for all. Communication, open feedback and striving to improve were commendations. Data indicated that parents would like to see increased involvement in community and social justice activities.

Parent satisfaction data was collected through the 2022 school review and Qualtrics survey, P&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: "We love the community vibe from the school. Our children feel very comfortable and safe within the school. Staff are a great mix of experienced, knowledgeable teachers and newer teachers who have wonderful enthusiasm and innovative ideas to encourage and support learning."

Student satisfaction

Student survey data indicated strong support for a a safe learning environment and the opportunity to be involved in school activities. The opportunity to access extra curricular activities and achieve to a high level was supported. Areas for growth from the student perspective were the need for more student voice and feedback on their learning.

Student satisfaction data was collected through the 2022 school review and Qualtrics survey, Student Representative Council feedback, student forum groups, and anecdotal evidence through student comments to staff and parents.

Quote:

"The teachers and students have a strong relationship together. The school does well in providing extra curricular activities, sporting opportunities and educational opportunities. Being a small school, everyone gets to know each other."

Teacher satisfaction

Teachers indicated that the focus on wellbeing across the school had a positive impact on the school community. They perceived the quality of instructional practice to be high as a result of continued professional learning in this space. Areas for growth include providing more opportunities for student voice across the school enabling students to be part of school decision making processes. System changes in learning support were commended.

Teacher satisfaction data was collected through the 2022 school review and Qualtrics survey, Professional learning sessions reviewing the 2022 Annual school improvement plan, staff feedback sessions with the principal, and comments collected through weekly professional learning team meetings, evident in meeting minutes.

Quote: "St Mary's as a school community has developed the confidence and trust of students, staff and families in it's ability to meet learning and wellbeing needs across the school. The school is regarded highly in the community and the perceptions of a high level of learning for all is building.

Financial Statement

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

School Financial Information for the 2022 year is detailed here:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$3,244,685
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,019,196
Fees and Private Income ⁴	\$364,361
Interest Subsidy Grants	\$7,837
Other Capital Income ⁵	\$66,193
Total Income	\$4,702,272

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$230,705
Salaries and Related Expenses ⁷	\$3,082,584
Non-Salary Expenses ⁸	\$1,056,212
Total Expenditure	\$4,369,501

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 2022 REPORT