



CATHOLIC EDUCATION
WILCANNIA-FORBES

2022

ANNUAL SCHOOL REPORT



St Mary's Parish School

2 Lawson St, WARREN 2824

Principal: Mrs Taryn Stephens

Web: www.wf.catholic.edu.au/schools/warren/

About this report

St Mary's Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO 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 the CEO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

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

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

Message from key groups in our community

Principal's Message

It certainly has been an extraordinary year, with the focus on learning and improving student outcomes at the centre of our Catholic educational environment.

At St Mary's Parish School, the staff continue to implement high yield teaching strategies in a rich 21st Catholic learning environment. Our students thrive with the integration of technologies across all key learning areas, with a focus on data-driven pedagogical practices.

This year, we have seen a return to the more traditional style of classrooms, with smaller class settings and explicit whole-class instruction.

Our St Mary's Parish School students have been given many opportunities both in the academic and sporting fields. Children have represented our school at Diocesan Levels in Swimming, Cross Country, Athletics, Cricket and Netball. Students have also been given an opportunity to participate in Netball, Rugby League, Rugby Union, Cricket and Golf.

It has been an absolute honour to serve our school community this year and I am very excited about the future of our fabulous school.

Parent Body Message

The executive committee, principal and REC have continued to keep the P&F functioning and able to help the school when and wherever needed.

On the fundraising front, the Community calendar was back, bigger and better thanks to a dedicated volunteer and her group of helpers which raised a tidy profit of \$8000.

Our tuck shop coordinator must be thanked, despite covid issues, she has again generated a good profit. Special thanks to all the tuck shop helpers, without volunteers, it wouldn't happen. The tuck shop also ran a pie drive in November which also helped in our fundraising efforts.

Our secretary in conjunction with further dedicated support has kept the uniform shop afloat and our students in uniforms during 2021.

The P&F covered the bus hire for the Yr 3 & 4 excursion and have agreed to contribute some funds to the new literacy resource, InitaLit.

Thanks to all those that came and helped at our Garden working Bee in June, especially to our garden, Guru. The Gardens are really starting to take shape and when the rain finally stops the new water system will ensure it continues to thrive.

We farewelled our previous principal with a tribute at school by the students and teachers and a gift on behalf of the P&F. Mrs McNair worked at St Mary's for seventeen years and was instrumental in getting the new school built and making St Marys the warm all-inclusive school it is today. We wish her and her family all the best in their future endeavours.

Student Body Message

Term One started with a bang welcoming our new Kinders, and the fabulous swimming carnival. This was a great opportunity for students to thrive outside of the classroom. We had 30 students make it to cluster, 28 to Diocesan level, 16 to Polding and 2 children made it to state. Another achievement the school made in Term One was the wonderful students in Stages 2 and 3 writing and presenting a CWA speech.

In Term Two we started with a sporting day in Coonamble for Stages 2 and 3. Whilst the boys had a non-competitive football gala day, the girls had a competitive netball day. There was an excursion to Lighting Ridge for the lucky Stage 2 kids. We also held our cross country carnival.

Term 3 brought a 6-week lockdown, home learning and restrictions. We did squeeze a little fun in before COVID. The athletics carnival took place and Fatima got the win, though the whole school had great sportsmanship.

Finally, Term 4 rolled around and we finally filmed the long-awaited musical, as well as setting up a school library. COVID protocols couldn't stop the fun with Mission Day, Halloween mufti day and school photos.

School Features

St Mary's Parish Primary School is a Catholic systemic co-educational school located in Warren. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 134 students.

The Sisters of St Joseph established our school on 31 August 1897. Today, St Mary's continues to develop the Catholic tradition established by the Sisters of St Joseph over one hundred years ago.

The children are explicitly taught the life values through the Educating in Christ program and are reminded to help others in need and live like Jesus would have liked us to live. They regularly pray together and attend Mass regularly and the opportunity to participate in the sacraments is provided to all children.

This year, St Mary's Parish School has 7 classrooms, each equipped with interactive whiteboards and the latest technology. Each student in the school has their own Chromebook device which is used for contemporary learning.

We are proud of how our children and staff continued their educational journey throughout COVID-19 and lockdown this year. The staff came together and organised all of our learning packs to be sent home to our families during remote learning.

Student Profile

Student Enrolment

St Mary's Parish School caters for students in Years K-6. 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
84	54	2	138

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2021 was 89.00%. 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
88.10	91.50	91.00	88.70	89.10	87.30	87.30

Managing Student Non-Attendance

Regular attendance at St Mary's Parish 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 Director of Catholic Education or designated Catholic Education Wilcannia-Forbes Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	19
Number of full time teaching staff	7
Number of part time teaching staff	5
Number of non-teaching staff	7

Total number of teaching staff by NESA category

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

- Conditional 5 teachers
- Provisional 28 teachers
- Proficient 217 teachers

Additionally, there are approximately 3 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 development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office (CEO).

St Mary's Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

Summary of professional learning at this school

Staff Development Day 1: 2020 Annual Improvement Plan implementation strategies

Staff Development Day 2: Mathematics - Mel Kupkee (CEWF)

Staff Development Day 3: Mathematics - Peter Sullivan

Staff Development Day 4: Religious Education - scripture and moral formation

Staff Development Day 5: Staff Formation Day

Catholic Identity and Mission

Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Mary's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

Our school year commences with a whole school Mass where we induct our new school captains and welcome our new Kindergarten students, families and staff to St Mary's. Throughout the year we also gather as a whole school to celebrate significant feast days, in addition to Stage Masses (3-6) and liturgies (K-2) have continued throughout the year. We conclude our school year with a whole school Mass where we farewell our Year 6 students and pass on the care of the school to our Year 5 students.

This year St Mary's continued to embed the Religious Education Curriculum, "Educating in Christ". The vision and enthusiasm of the Mission and Religious Education team in developing the program and ensuring shoulder to shoulder professional learning for teachers. This program follows the Montessori Philosophy with students responding to Educating in Christ in a variety of ways - through speech, prayer, journaling, their engagement with the materials and artistic expression. Religion lessons are twice weekly for 1 hour, along with 30 minutes of MJR focus and prayer maintenance.

The MRE Team plans the yearly Religion overview for each class and these are placed into the RE programming folder and given to the staff prior to the commencement of the year. It is an expectation that the staff prepare and plan for the whole school masses and class masses throughout the year, working collaboratively with our Parish Priests.

We continued to invite the parishioners (when allowed due to COVID-19 restriction) to attend our school Masses and liturgies throughout the year as well as any celebrations that we are having in our school. All school events are reported in the school newsletter and the local newspaper.

Our Parish priest is regularly invited to attend morning tea and staff functions. Fr Abraham is also invited to visit classrooms and speak with the children, which he does regularly.

St Mary's Parish School sacramental program followed the Educating in Christ Modules. Our children participated in a whole day retreat to prepare for their Sacraments this year. Due to

COVID lockdown, we were unable to confer any Sacrament in 2021. These will be completed in 2022.

Curriculum, Learning and Teaching

St Mary's Parish 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 strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Mary's Parish School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

The 2021 academic school year has seen the return of more traditional classroom spaces and explicit instruction. The staff have continued to learn about this change in pedagogy supported by current research and best practice.

NAIDOC celebrations saw our students participate in a well-organised program researching famous Indigenous people of Australia. We were able to have outside facilitators on site this year, teaching the students the art of Indigenous dancing, crafts, stories and dancing.

Students across each stage have had the benefit from small group instruction and intervention in Maths and English - with a focus on spelling and reading. These have been implemented after receiving COVID related funding.

We have continued to use the ESTA-L tool to drive our learning in Early Literacy across the school. All classes have embedded the practices of reading in their classes from the Early Literacy Project.

This year has seen the continued expansion of the Come ' N ' See Program with a partnership with the CEWF enabling more students to be supported. This telehealth program is delivered by Royal Far West and supports our students in the areas of Speech, Sensory Occupational Therapy and Counseling, delivering individualised tailored services to support their learning needs. We have also continued our partnership with Psychological Solutions with our regular school counsellor visits to address the wellbeing needs of our students.

Children with additional needs within our school have their needs met on their personal individual level with appropriate adjustments made to the curriculum and across all aspects of the school where necessary. Staff members are supported with external professional development opportunities when available and where deemed necessary.

The staff at St Mary's Parish School devised a learning cycle which underpins teaching and learning activities in Literacy and Numeracy classes. This cycle forms the cornerstone of professional conversation and for evaluating student achievement and future goals.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN at St Mary's Parish School for 2021 is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top two bands are reported in the table.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	40%	54%	13%	11%
	Reading	13%	55%	13%	10%
	Writing	47%	53%	0%	6%
	Spelling	40%	49%	27%	13%
	Numeracy	7%	36%	13%	13%

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	30%	35%	17%	14%
	Reading	39%	40%	4%	11%
	Writing	9%	20%	13%	18%
	Spelling	35%	38%	17%	14%
	Numeracy	35%	29%	22%	15%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Wellbeing and Pastoral Care Policy.

The [Wellbeing and Pastoral Care Policy](#) 2020, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). 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 [CEWF website](#) or by contacting the Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Complaints Handling Policy

The School follows the [Concerns and Complaints Handling 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 [CEWF website](#) or by contacting the Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Initiatives promoting respect and responsibility

At St Mary's Parish School, we have a continual focus on the fact that every member of our school community has the right to feel safe, happy and valued, the values of respect and responsibility are reflected across all dimensions of school life.

We implemented our Value of the Week focus commencing each week with a prayer reflecting on this focus. The focus was unpacked in the classes and with awards at assembly each week for students living the kindness and inclusiveness that underpins the St Mary's Parish School philosophy.

As we had noted an increasing rise in the anxiety and mental health challenges in the student population, we used our allocation of special funding to employ a counsellor on a weekly basis. This has been a very positive inclusion contributing significantly to the well-being of the students and their families.

We have continued a Religion and Parish Events section in our weekly newsletter so that parents can be easily made aware of events taking place. We encourage our parents and parishioners to participate in our school masses.

Our Year 6 students participated in the Grip Leadership Conference at Dubbo. This event assists in building positive relationships amongst the children and their peers, and how to plan and achieve small goals within the school.

We have reviewed our Pastoral Care Policy each term to ensure that we are meeting the needs of our students, with regular updates to further improve our behaviour management strategies across the school. This has been a positive change in our school community.

School Improvement

The focus for St Mary's Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Mary's Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

Key Improvements Achieved

Annual School Priority One for 2021:

To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.

Reason for priority 1:

- Continue in the implementation of the new Diocesan Religious Education Curriculum: Educating in Christ.

Steps taken to achieve priority 1:

- Designated and prepared learning spaces and timetables for Religious Education within our school.
- Ensured that all staff members received appropriate support in understanding the new methodology.
- Designated time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.
- One Professional Learning Day allocated to staff professional development to deliver the R.E. curriculum.

Status of priority 1:

- Achieved, with continued implementation and professional development in 2022.

Annual School Priority Two for 2021:

To embed Agreed Practices in the Key Learning Area of Mathematics.

Reasons for Priority 2:

- Develop teachers confidence in using the Mathematics syllabus proficiently to best cater for all learners, so that we can support student learning in Mathematics that is informed by research and is data-driven.
- Further embed Agreed Practices in Mathematics K-6 that incorporate the NSW Mathematics Syllabus, EMU Maths and rich tasks.

Steps Taken to Achieve Priority 2:

- Professional learning input including Peter Sullivan and CEWF Expert Personnel
- Staged meetings with a Numeracy/Literacy focus
- Revisit and review the Numeracy Block Agreed Practice
- Learning Walks, including executive and teachers, with a Numeracy focus
- Co- planning of Literacy/Numeracy
- Evidence of knowledge of content from the Mathematics curriculum in programming
- Numeracy block operating according to the agreed practice
- Meetings are held regularly for a collaborative process to share knowledge of students, moderation, assessment and differentiation
- Growth for each student as evidenced by assessment results
- Professional Learning for embedding Working Mathematically skills
- Completion by all teachers of the Affective Assessment tool (EMU)

Status of priority 2:

- Ongoing and continuing into 2022

Priority Key Improvements for Next Year

Annual School Priority One for 2022:

To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.

Documentation should incorporate continual reference back to the primary catechetical goal:

“...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity.” (Catechesi Tradendae, 5)

Reason for priority 1:

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 and Stage 3 will be fully implemented.

Steps taken to achieve priority 1:

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father).
- In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have something concrete, something affective and something for the mind.
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of “Moral Formation and Teaching to Pray” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners.
- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student’s learning journal.
- The student learning journals are effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

Annual School Priority Two for 2022:

St Mary’s Parish School will continue to develop teachers' confidence in embedding the Instructional Model for mathematical experiences proficiently to best cater for all learners so that we can support student learning in Mathematics that is informed by research.

Reason for priority 2:

- Review and develop an agreed practice around data collection and data analysis to support effective assessment practices as part of the teaching and learning cycle.

- The School's self-review has indicated that we need to continue to embed the Instructional Model and an agreed practice in Mathematics K-6 that incorporates the NSW Mathematics Syllabus to ensure consistency across all classes.

Steps taken to achieve priority 2:

- Professional learning input including Peter Sullivan, Melissa Kupkee and our NIL
- Revisit and review the Numeracy Block Agreed Practice at a staff meeting
- Learning Walks, including executive and teachers, with a Numeracy focus
- Numeracy block operating according to the agreed practice
- Growth for each student as evidenced by assessment results
- Professional Learning with Peter Sullivan
- Revisit purposeful data collection, analysis and storage systems
- The “Anticipate” phase of the Instructional Model is used to identify differentiation needs from our data collection.

Community Satisfaction

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

Parent satisfaction

In a parental survey, 58% of respondents strongly agreed and 37% agreed that St Mary's Parish School, helped their child to develop knowledge and understanding about Catholic tradition, whilst an overwhelming majority of parents agreed that St Mary's Parish School provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, 11% of parents strongly agreed with this statement, whilst 69% agreed. A majority of respondents agreed that school strives to meet the learning needs of their children, whilst 90% of parents agreed or strongly agreed that St Mary's Parish School meets their child's individual learning needs.

43% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 48% agreed with this statement.

Ninety per cent of parents strongly agreed or agreed that St Mary's Parish School provides a safe and supportive environment for their children.

Student satisfaction

Ninety-four per cent of students at St Mary's Parish School agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. 98% of students surveyed were proud of their school.

Ninety-four per cent of students believed that their teacher encouraged them to do their best in school activities, as too understanding their rights and responsibilities at school.

Ninety-four per cent of students feel safe and understood their rights and responsibilities at school and believed that St Mary's Parish School offered them a range of sporting and curriculum choices. Most students (91%) understood who they could approach for help if needed at school.

Teacher satisfaction

All staff surveyed enjoy working at St Mary's Parish School, they classified the school as a safe working environment, that fosters and encourages collaboration between fellow teachers and Support Staff.

All staff agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student growth was extremely (70%) and very reasonable (30%).

All staff felt that the school cared about their professional growth, with 67% of respondents extremely satisfied and 33% moderately satisfied with their teaching experience at St Mary's Parish School.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for St Mary's Parish School in 2021 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$2,631,317
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$739,416
Fees and Private Income ⁴	\$199,524
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$21,520
Total Income	\$3,591,777

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$8,924,392
Salaries and Related Expenses ⁷	\$2,244,298
Non-Salary Expenses ⁸	\$1,178,776
Total Expenditure	\$12,347,466

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