## 2014 School Reporting - Primary

### The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>Diocesan Catholic Education Office - Rockhampton</td>
<td>St Mary’s Catholic Primary School</td>
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<table>
<thead>
<tr>
<th>School Based Contact Person:</th>
<th>Address:</th>
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<tbody>
<tr>
<td>Principal’s Full Name:</td>
<td>135 Nobbs Street North Rockhampton</td>
</tr>
<tr>
<td>Mr Michael Kelso</td>
<td></td>
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<table>
<thead>
<tr>
<th>Phone:</th>
<th>Fax:</th>
<th>Email:</th>
<th>Website:</th>
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<tbody>
<tr>
<td>07 49285658</td>
<td>07 49288664</td>
<td><a href="mailto:smnr@rok.catholic.edu.au">smnr@rok.catholic.edu.au</a></td>
<td>smnrrok.catholic.edu.au</td>
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<tr>
<th>Total Enrolments:</th>
<th>Year Levels Offered:</th>
<th>Type of School:</th>
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<tbody>
<tr>
<td>351</td>
<td>Prep to Yr Seven</td>
<td>Primary</td>
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Curriculum Offerings

Distinctive Curriculum Offerings
St Mary's Catholic Primary School has fourteen classes from Prep to Year 7. Classes average 25 students. Founded by the Sisters of Mercy in 1900, St Mary's Catholic Primary School maintains a connection with our founding order and highlights the Mercy charism as our religious character. Our school motto "To Love and Serve" is based on the work of the Mercy foundress Catherine McAuley. In 2009, a second Prep class was established, commencing our journey towards two streams. In 2015, our school will have two classes in each year level from Prep to Year 6 and a predicted enrolment of around 350 children.

Extra Curricula Activities
Instrumental music tuition in guitar, woodwind, strings, keyboard, piano and percussion is available for children from Years 1 to 7. Our Yr 6 and 7 children join in debating competitions with local Catholic schools. Children from our Prep class through to Yr 7 represent our school in the local weekend touch fixtures. Years 4 to Yr 7 students participate in local interschool sports fixtures - soccer, cricket, rugby league, netball and softball. Our non-competitive sports strand includes experiences of gymnastics, squash, tennis, mallet sports, table-tennis and ten-pin bowling. The Year 7 children attend an annual week-long camp in early fourth term and an overnight Leadership Camp in Term 1. Children in Years 3 to 7 participate successfully in the ICAS Competitions for Mathematics, Science, Spelling, Writing and English.
Throughout the year, the children are involved in a variety of cultural programs including Arts Council Performances, Children's Tree Planting Projects, the NAIDOC Week Mass and the Anzac Day Ceremonies, Grandparent's Day, Mission fundraising for Caritas, Palms and various community charities. Each year, we Adopt-A-Family through 'Vinnies' and provide Christmas hampers for them. During Catholic Education week, families provide small personal gift items for elderly Ozcare clients. Our Year One classes have a partnership with Leinster Place Aged Care and visit annually. Our older students are involved in the annual Challenge Cup Netball and Rugby League competition with other Catholic schools in our Diocese. The Year 7 class participates in the Annual Tony Novak Memorial Touch Football Challenge hosted by St Mary's.

How Information and Communication Technologies are used to assist learning
Teachers throughout our school use technology to enhance learning in different ways according to the age group of children with whom they are working. All classes have access to interactive whiteboards, laptop computers and digital cameras. Teachers in Learning Support and 'the Arts' use iPads, iPods and other technology to engage children in learning and in assessing that learning. Classes access on-line learning sites such as Reading Eggs, Sound Waves, iMaths, Mathletics and Study Ladder from school and at home.

Social Climate
A school counsellor is on-site weekly offering a free service for all school families. A behaviour management policy which is based on ‘choice theory’ involves building relationships, acknowledging and accepting rules and the consequences of decisions made.
Prayer is an important aspect of our daily life with the whole school beginning the day with prayer at our morning assembly. Several classes attend a weekly mass and take a short 'prayer break' at
midday each day.
Families are supported when preparing their child for the celebration of the sacraments.
When enrolling a student at St Mary's, it is hoped that the whole family feels a sense of belonging to
this special community from day one.
Our school has adopted the ‘Making Jesus Real’ Christian Way of Life. MJR is centred on the belief
that we are the images of Jesus to people around us. It asks us daily to reflect on ‘Where was Jesus
in my life today?” and has attitudes and values such as,
Taking the Good with the Bad, Being a Giver – not a Taker, Believing in Ourselves and Searching for
the Hero inside Ourselves, WEST - welcoming, encouraging, saying sorry and thank you

Cyber Safety and Anti-Bullying Strategies
Our school has implemented Diocesan policies on Acceptable Use Agreements for students and
staff. The school regularly communicates to parents and the school community about cyber safety
issues. In 2012, educators from Cybersmart presented to students, children and teachers. We also
have appropriate policies in place to deal with the use of mobile phones and other electronic
devices. Our school has a number of social/emotional learning programs in place to assist students
in guarding against bullying at school. The school community is kept up to date about developments
in this area. Our school board will review our Behaviour Management programme and write
guidelines to match the Diocesan Anti-Bullying policy in 2014.

Strategies used for involving parents in their child’s education

Parents are invited to become involved in their child’s education through the following
groups/activities:
School Board and P&F, Social gatherings such as our annual Bush Dance, P&F Welcome BBQ, Year 1
Nativity Play and Christmas Concert, Mothers’ Day and Fathers’ Day events, weekly liturgies and
assemblies, sporting carnivals and coaching, classroom and excursion help, helpers and convenors
for tuckshop, school uniform orders and the parish fair, participation in parent education sessions
offered by the school. Each class has a parent liaison representative who works with the class
teacher to maximise parent engagement in classes.

Reducing the school’s environmental footprint

St Mary’s has registered as an Earthsmart School and completes a waste audit annually with the
assistance of the LGAQ Earthsmart representatives. As a result of these audits, a number of
initiatives have been sustained over the last two years including: default print settings to optimize
paper usage, recycling paper, paperless agendas and reports for as many meetings as possible,
electronic distribution of the school newsletter and accounts, increased recycling in the staff room,
classrooms and offices. We installed 120 solar panels to help reduce our carbon footprint and
improve our sustainable practices.

Characteristics of the Student Body

St Mary’s is a school community of 350 students from 220 families who come from all around the
Rockhampton area. Located close to the business district of Rockhampton’s North side, St Mary’s
has a great reputation in the Rockhampton community, mostly from the word-of-mouth
recommendations of parents and staff members. Many of our families are 2nd and even 3rd
generation members of this community.
Over the last four years we have been journeying towards being a two-stream school, after our second Prep class commenced in 2009. In 2014, we have two of each year level from Prep year to Year Five.
St Mary’s has students from a range of cultural and language backgrounds. Countries represented are: India, the Philippines, New Zealand, Taiwan and Vietnam. Indigenous students comprise almost 8% of our student population. In recent years, the annual turnover in our student population has remained below 5%. We have a waiting list for most classes. Our families come from most areas of North Rockhampton, Gracemere, along the Emu Park Road and Cawarral and from suburbs on the highway to the north.

**Staffing composition, including Indigenous staff**

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<tr>
<th>Workforce Composition of all teachers</th>
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<tr>
<td>Workforce Composition</td>
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<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Headcounts</td>
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<tr>
<td>Full-time equivalents</td>
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**Qualifications of all teachers**

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<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
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<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>%</td>
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<tr>
<td>Bachelor degree</td>
<td>81.5%</td>
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<tr>
<td>Diploma</td>
<td>18.5%</td>
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<tr>
<td>Certificate</td>
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Expenditure on and teacher participation in professional development

TOTAL FUNDS expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$67,400

MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

Annually our teaching staff members participate in induction and PD for Student Protection, Workplace Health and Safety, Curriculum and Religious Education, Staff learning Development days and Bishops Inservice Day. School-supported PD has included: Anaphylaxis training, Planning Modifications for students with special needs, The Arts Curriculum, Google Apps, teacher assistants have attended 2 days of PD. Learning support staff and early years teachers attend an annual Curriculum Conference and the annual Early Years’ Conference.

The percentage of the TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT

100%

Average staff attendance

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

98.79%

Percentage of teaching staff retained from the previous school year

88%

School Income

(The School information below is available on the My School website).

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at http://www.myschool.edu.au/.
Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Key Student Outcomes**

Both anecdotal and statistical data from NAPLAN Year 3/5/7 tests support that St. Mary’s is providing a very sound education for students enrolled at the school. However, National testing is only a snapshot in the overall picture of holistic education and these results belong within a context. Some year levels will perform better than others due to the cohort of students coming through at that particular time.

At St Mary’s, we welcome all who seek a Catholic Education and its values and therefore our students come from diverse backgrounds with a wide range of abilities. The social, physical, emotional and spiritual dimensions of learning are as equally valued as the academic at our school as we challenge learners of all ages to be reflective and self-directed.

Professional development of teachers, improved access to technology and the dedication of significant blocks of core learning time have all contributed to improvement in learning outcomes.

**Student Attendance**

Average student attendance rate (%)

93.3%

Describe how non-attendance is managed by the school

Since moving to electronic rolls, student attendance is able to be centrally monitored much more easily. Office staff follow-up on long-term absences and absences without parent notification.

**Value Added**

The story of distance travelled

From 2013, St Mary’s has participated in a National Partnership focussed on the teaching of Literacy for classes from Prep to Year 3. This has involved collecting comprehensive and accurate data on the students’ reading and using that data to inform planning. Teachers and Teacher Assistants have participated in professional development aimed at developing and improving teachers’ skills in this area. With careful resource management, our school has been able to extend the data gathering and associated activities to our Yrs 4 to 7 students. Our school is also a focus school for implementing an Aboriginal and Torres Strait Islander Action Plan.
**The story of where you are going**

Along with our National Partnership on the teaching of literacy, our classes have embraced CAFE and the Daily Five as a means of engaging all students in daily literary instruction and assessment and fostering literary independence. Teachers conference with each student, collect data and use this information in the planning for student's needs. We have a focus on teaching strategies (comprehension, accuracy, fluency and expanding vocabulary) that raise awareness of the children's knowledge of their own learning and set individual goals for students as well as class goals. A data wall is compiled and updated twice a year to monitor each student's progress. Each class will have a student landing page from which students and parents can access class specific information eg homework tasks, assignments and assessments. Peer support groups across the school will focus on developing positive relationships and leadership skills.

**Parent, Teacher and Student Satisfaction**

St Mary’s Catholic Primary School completed the examination phase of School Review and Improvement Process in 2013. The feedback in each of the Key result areas was overall positive and affirming of what we do on a daily basis and also provided direction for the school development plan which will be formed in early 2014. Some of the summary commendations were: 'the school has a very welcoming, supportive, harmonious and inclusive environment where respectful relationships are given a high priority; the religion curriculum is embedded in everyday activities in the classroom and wider school community; the teaching staff are very passionate about their roles and work well together in the best interests of the students.'