## 2014 School Reporting - Primary

### The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>Diocesan Catholic Education Office - Rockhampton</th>
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</thead>
<tbody>
<tr>
<td>School Name:</td>
<td>St Mary’s Catholic Primary School</td>
</tr>
<tr>
<td>School Based Contact Person:</td>
<td>Principal’s Full Name: Madonna Davitt</td>
</tr>
<tr>
<td>Address:</td>
<td>Frank Gilbert Drive Bundaberg</td>
</tr>
<tr>
<td>Phone: 41522167</td>
<td>Fax: 41527660</td>
</tr>
<tr>
<td>Email: smbgrok.catholic.edu.au</td>
<td>Website:</td>
</tr>
<tr>
<td>Total Enrolments: 451</td>
<td>Year Levels Offered: Prep - 7</td>
</tr>
<tr>
<td>Type of School: Co-educational</td>
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**Curriculum Offerings**

### Distinctive Curriculum Offerings

St Mary’s is a P – 7, two stream co-educational Catholic school. Our mission, as a school community, is the development of the whole child and therefore social, spiritual, religious and cultural activities feature strongly during the academic year. Our school is privileged to have a number of facilities which allow the school to cater for an Instrumental Music Program, an Indoor Physical Education Program for the Early Years and Out of School Hours Care. The spacious grounds at St Mary’s are particularly accommodating of the school’s sporting and physical activity programme.

### Extra Curricula Activities

At St Mary’s, students are offered engagement with regional and international competitions. Competitions such as ICAS (International Competitions and Assessment for Schools organised by the University of NSW) are available to students from years 3 – 6. Chess competitions and chess tuition are available with the help of volunteers.

Liturgies are an important part of the fabric of St Mary’s. They are occasions for gathering in a spiritual and religious capacity.

School Discos are organised by the Year 6 Disco Committee and the Parents & Friends (P&F) throughout the year.

Annual Mother’s Day and Father’s Day craft activities and stalls are routinely provided to support students and their families.

Camps and excursions are organised for the students annually. These promote qualities such as leadership, independence and interdependence. The camps are held at Bucca Retreat or Chaverim and in Brisbane.

### How Information and Communication Technologies are used to assist learning

Information and communication technology devices such as iPads, Interactive White Boards and laptops are accessed daily across the school to support changing classroom learning strategies including critical digital perspectives and pedagogies. Opportunities for students to work autonomously and collaboratively are available through the applications provided on 1-1 devices. Teachers access regular professional development to keep up to date with developments in this area of dynamic change.

### Social Climate

**Pastoral Care**

Pastoral care student groups are formed on a multi-year basis for the purpose of activities. Family groups are maintained and activities chosen to focus on issues and concepts to be developed. Pastoral care for families is co-ordinated by parents and school office staff in times of urgent need.

**Counselling**

Counselling services are available on request for students and teachers through the regular presence of Centacare personnel.

**Anti-bullying Strategies**

Anti-bullying strategies employed by the school include regular Student Well-being surveys, Class Conferences and contracts, Lunch Clubs, The Friendship Chair, counselling sessions and Personal Development Programs. In the event of bullying, the principle of Restorative Justice is employed to restore and build a stronger, positive social climate.
Cyber Safety and Anti-Bullying Strategies

Cyber safety is essential to the well-being of the students as they engage with technologies in their daily learning. To ensure their safety, lessons on cyber safety are accessed through Australian Communications and Media Authority (ACMA) or local law enforcement authorities and are conducted each year for students and their parents. Student well-being surveys, restorative justice class conferences and counselling sessions support access to and maintenance of a positive, on-line experience for our students.

Strategies used for involving parents in their child’s education

A strong and positive parent—child—school relationship is considered to be essential for the vitality of our school learning community. To this end, parents are routinely invited to support student learning during class activities. Reading, Maths Mornings, Art & Craft style activities, ICT classes and the Early Years PE (physical education) program are some of the ways parents contribute in class. At home, a strong home—school connection is also established in the early years with our home reading program.

The Parents & Friends Association is active in organising and promoting functions such as the Welcome BBQ, themed discos, Parent Information Nights, Showcase, St Mary’s Spirit Night, Break Up Day and other social events.

St Mary’s parents, in partnership with school staff, contribute to the sense of community by being involved in a range of practical activities such as the maintenance and presentation of the school and the “Just One Thing” project to involve all families as part of our caring community. Through working bees, parents offer tangible support for the school and create positive, social connections. The “Just One Thing” project is introduced to parents at enrolment interviews and promotes the importance of every family being part of our community and the accompanying expectation for the support of that community by being responsible for “Just One Thing” during the school year.

Our tuckshop which operated two days a week is sustained by parent volunteers. The tuckshop and P&F volunteers also organise a healthy breakfast each year for the students. Parents assist with special events, Sports days and Reading days. Literacy Week is celebrated each year by inviting parents and grandparents to visit the school and “Share a Book in the Shade” with the students.

The School Board plays an active role in formulating policy for a range of school activities in which parents or the wider community are involved. Board education and spiritual formation are an ongoing part of monthly meetings.

Reducing the school’s environmental footprint

The actual reduction of the school’s environmental footprint is as important as the education surrounding the concept. To this end, each year level in the school undertakes an annual sustainability project. The aim of the project is to educate and involve our students and the wider learning community about practical ways to reduce our school’s footprint on the environment. Projects include: paper re-cycling, creating compost, worm farming, seasonal kitchen gardens, water watch and air con control.
**Characteristics of the Student Body**

The school’s student population is a mix of 3rd and 4th generation families. We also have South African, European, Indian, Philippine, Chinese, Assyrian, Vietnamese, Fijian, Kiribati, Maori and Aboriginal and Torres Strait Islander children bringing an immense range of cultural history, languages and life experiences to the school community. Students come mainly from two-parent families with a smaller percentage coming from single parent families. All families live within a 25km radius of the school with the majority of families living within 5km. The school population is well established with less than 5% mobility rate. A broad cross-section of the socio-economic spectrum is represented in the school. This provides us the opportunity to support our families in a variety of ways, giving life to our school ethos.

**Staffing composition, including Indigenous staff**

**Workforce Composition of all teachers**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
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<tbody>
<tr>
<td>Headcounts</td>
<td>29</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>26.08</td>
<td>10.03</td>
<td>0.52</td>
</tr>
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**Qualifications of all teachers**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of staff with this Qualification</th>
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</thead>
<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>3.4%</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>93.1%</td>
</tr>
<tr>
<td>Diploma</td>
<td>3.4%</td>
</tr>
<tr>
<td>Certificate</td>
<td>%</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.

$86,400

**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

All staff members access professional development. Seven staff learning days are held as pupil free days throughout the year so that all staff members are able to attend. PD initiatives include: A Culture of Change with Steve Francis, The Godly Play Movement with Gail Davis and A Focus on Literacy with a variety of speakers arranged by the English Committee. Other aspects such as Cyber Safety and Student Protection form part of the annual focus on student well-being; Personalised Learning Plans, Learning with iPads and Strategies for the Hearing Impaired support teachers professionally in their development of differentiation in the classroom. Additionally, committee members and individuals are encouraged to access further professional development that is specific to their needs. As a learning community, staff members engage in professional sharing meetings to inculcate and deepen professional development.

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

99.55%

**Percentage of teaching staff retained from the previous school year**

85.14%

**School Income**


(The School information below is available on the My School web site).
**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/](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**

Key student outcomes for the school are measured through a variety of means with academic cultural, social, religious and spiritual engagement regarded highly in our community. Academic outcomes as measured through the snapshot of NAPLAN testing, indicate that early years students entering the testing regime in year 3 are close to par with their state counterparts but demonstrate significant growth by year 5 and further growth by year 7. Key Student Outcomes in non-academic aspects include the engagement of students in their daily learning, participation in cultural and social events, a sense of well-being and belonging to a spiritual and religious community.

**Student Attendance**

**Average student attendance rate (%)**

92.3%

**Describe how non-attendance is managed by the school**

Parents are required to contact the school if their child will be absent for the day or a number of days. Any unexplained and extended periods of absence or absence on a regular basis without reasonable cause are reported to the Principal.

**Value Added**

**The story of distance travelled**

Focus areas for improvement and longer term goals are recorded in the School Development Plan. A current long term goal of the school is to improve standards of literacy. By using a whole school approach to literacy in the early years and developing parent and school partnerships focused on reading, we have given priority to oral language, word study, reading and writing. The whole school approach of data collection and intervention with regard to these aspects is anticipated to pay dividends in future years. Current NAPLAN results indicate improved growth (approx. 80 points at both 5 and 7 junctures) in spelling that can be attributed to our word study focus. Other aspects of the School Development Plan include: The Catholic Ethos, Relationships, Teaching and Learning, Improvement Processes. Goals set in these areas support the leadership team and the
teachers in our quest for a collaborative, positive, visible and constructive profile in the community. Regular reviews by staff, the leadership team and our wider school community, provide positive indications of our ongoing success.

**The story of where you are going**

In response to formal and informal data gathered, members of the school leadership teams have created further plans for the future. These plans are recorded annually in the School Development Plan and traverse a range of areas: The Catholic Ethos, Relationships, Teaching and Learning, Improvement Processes. With regard to Teaching and Learning, we will continue our focus on aspects of literacy and numeracy. Teachers will plan and implement focussed intervention programs to support students with improvement in these areas. Diagnostic Reading Assessments, the implementation of high yield strategies and the use of teacher feedback are elements of this intervention. In addition to local indicators, National Assessments provide one benchmark that can be used to gauge success in this area over time.

**Parent, Teacher and Student Satisfaction**

Feedback from parents suggests a high level of satisfaction with what the school is offering to our students and the whole community. Parent-teacher interviews further reflect this sense of satisfaction. Parents of St Mary’s value the family-friendly atmosphere of the school, the curriculum and extra-curricular opportunities and the involvement of the school in events associated with the wider community. Functions organised by the P&F Association are well received and attended by the parent body and school staff. As a result the relationship between parents, students and staff is positive and constructive. The school is well regarded by the local community. This is apparent during enrolment interviews and general feedback given to staff and students.