



# 2023

## ANNUAL SCHOOL REPORT



### St Mary's Catholic Primary School

1 Denison Street, MANLY 2095

Principal: Mr Paul McGuire

Web: [www.smmdbb.catholic.edu.au](http://www.smmdbb.catholic.edu.au)

## About this report

---

St Mary's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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 CSBB. 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 at local school level and 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

A big thank you to our P&F Leadership group and committee for another successful year. We have had a very successful year on the social front. Our P&F Executive have been very supportive and contributed in a very effective way to the positive school culture that exists at St Mary's Catholic School Manly. Thank you to all our Grade Parent Reps for the way you have supported our P&F goals of welcome, connection and belonging. Special thanks must go to our P&F President, for her leadership as President of the P&F. Also, to Parent Engagement Co-ordinator, who has been instrumental in her role as vice-president. Marije combines this role with Parent Engagement Co-ordinator for SMM school & parish.

Thank you to the parents of SMM for your support of the school in 2023 with \$30,000 donated to the school for 2024 Student Stationery Packs, Music/Maths/English/Sport/RE resources and \$10,000 donated to extra excursion experiences for all students.

A big thank you to Catholic Schools' Parent Association rep who continues to represent our school community at regular Nth Beaches and diocesan parent meetings. Her communication back to myself and the P&F has been invaluable, assisting in informing strategic planning of the School Advisory Group.

### Parent Body Message

On behalf of the P&F Committee, I would like to thank the grade parents, our committee members and all of the parent volunteers for the work they do in serving our children, their families, teachers, the Parish and the broader community.

The P&F would like to thank all the grade parents for their work in 2023. Each year has organised their grade specific social event, with the help of parent volunteers. In addition to the events mentioned above, many grade specific events were organised. Examples of these are Mum's drinks and other social events. Once again, the grade parents have been an essential part of St Mary's Manly school community. They are also crucial to provide information to parents about school social events or last-minute changes at school, as well as answering certain day-to-day questions that parents might have.

In 2023 the School Advisory Group (SAG), consisting of the Principal, Executive and nominated parent representatives, has met formally on 3 occasions to engage in dialogue, consultation, and engagement with a broad range of issues, as per the SAG charter. This year SAG welcomed 4 new members. This year the group has focused on the following key areas:

- Advocating mission and vision
- The Catholic Charter, and Parent Charter
- Sth. Peninsula Schools Project and 2025 CSBB strategy planning
- Manly K-12 Precinct
- DA applications and updates impacting St Mary's
- Policy development
- Strategic planning
- Supporting educational leadership
- Staffing changes
- Building repairs

In place of our scheduled Term 2 meeting, the committee instead attended the "Unplugged" Psychologist Parent talk at St Paul's College on cybersafety and gaming.

I wish to thank all the Members of the SAG for their time, contribution, and thoughtful service, and look forward to 2024. I also wish the best for our existing members and thank them for their generous service over the years.

### **Student Body Message**

As I stand here looking back on the last several years, I can't help but feel a sense of pride and accomplishment. It seems like just yesterday that I first stepped foot into this school, nervous and unsure of what to expect. But now, as I prepare to move on to the next chapter of my education, I feel confident and excited for what's to come. I'll never forget the friendships I've made and the memories I've created during my time here. From the countless laughs during recess to the early mornings spent doing homework, each experience has helped shape me into the person I am today.

One thing that makes St Marys the beautiful school that we all know and love is the St Mary's spirit, from always trying our best at gala days to make the school proud or even just sitting with people on the playground who look a bit unhappy I can never remember a time when I have be sad and less than 8 people have come up to see if was ok. Yes, we do have disagreements. But That's human nature. I did a few public speaking challenges, many of us were given special opportunities and everyone was very supportive of us in our endeavours and celebrated our successes.

So Bye St Mary's, bye to the big tree and Denison playground that has forever and will forever be a refuge for new kindy's, bye to the hall that we all will remember as the place I got the values award or the place i started skipping bye to this church and I hope that the next group of year 6 and the ones after that put make you as bigger sales point for the school as i do on tours bye to the teachers that have given me so much more than and education I hope I haven't been too big of a pain but you will always have a special place in my heart, and bye to you my classmates who I have known for more than half my life you will not only always be the fondest memories of my childhood but you will and are a part of my life, like little jigsaw pieces that all come together to make one beautiful puzzle. So thanks for the memories of St Mary's School Manly and I hope I make you proud in years to come.

## School Features

---

St Mary's Catholic Primary School Manly, is a Catholic systemic co-educational school. The school was opened in 1881, five years after the parish of Manly was created. Once the Christian Brothers College for boys (now known as St Paul's College Manly) and the Stella Maris College Manly for girls were opened in 1927 and 1932, St Mary's continued to operate as a Catholic primary school under the leadership of the Good Samaritan Sisters until 1992.

The school currently operates as a systemic primary school in the Diocese of Broken Bay and is one of two Catholic primary schools in the linked Parish of Manly-Freshwater. The school motto of 'Listen and Love' is a powerful reminder of the gospel values that help to inspire and guide the school and parish community. The school caters for boys and girls from Kindergarten to Year 6, with two streams up to Year 4, then single stream in Years 5 and 6. Parents are very active within the school, which is encouraged and highly valued, both inside and outside the classroom. Students are engaged in an exciting, inspiring curriculum which promotes deep learning, whilst developing a positive sense of self and others.

It is always important for the community to be aware that St Mary's Catholic Primary School, Manly, is the oldest school in the Broken Bay Diocese and our church is the oldest Church. Historical records show that the school was the 17th Catholic school opened in NSW. There is a rich history which we are very proud of.

# Student Profile

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
178	134	49	312

\* Language Background Other than English

## Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

## Student Attendance Rates

The average student attendance rate for the School in 2023 was 89.60%. 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
90.20	87.40	88.90	91.30	90.70	89.80	88.90

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.



## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	22
Number of full time teaching staff	15
Number of part time teaching staff	7
Number of non-teaching staff	4

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional

development (PD) and logging Elective PD via their NESAs account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### **Summary of professional learning at this school**

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, Collaborative Coaching, subject specific in-services, meetings and conferences. Various days have been developed by CSBB where they have engaged keynote speakers to around Curriculum and Assessment. The school takes responsibility for planning, implementing, evaluating and tracking staff PL with the AITSIL standards. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during 2023.

The focus for Collaborative Coaching continues to be Literacy and Maths has been a focus in our PL as the executive team on a plan for school improvement.

### **Summary of professional learning at this school**

Day 1 and 2: Mathematical Assessment Interviews and Analysis

Day 3: Aboriginal Perspectives “Crossing Cultures Hidden Histories”

Day 4: CSBB Strategic Directions

Day 5: Curriculum Reform

Day 6: Safeguarding and Compliance

## Catholic Identity and Mission

---

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

As a Catholic community, the School actively embraces the mission of the local Church, as outlined in the Diocesan Mission Statement: "The Diocese of Broken Bay exists to evangelize, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples." Collaborating with parents, the primary faith instructors for their children, and the local parish community, the School is dedicated to instructing and shaping young individuals in the Catholic faith. The School offers structured Religious Education, retreats, spirituality days, and social justice initiatives, encouraging students to engage in acts of service, particularly for the poor and marginalised.

The new RE Curriculum for Kindergarten was implemented in 2021, with Year One's implementation in 2023. Year Two teachers continued the professional learning process this year, preparing to integrate it into classrooms in 2024 alongside Stage 3 teachers. Parents actively contribute to the new RE curriculum by assisting in painting figurines integral to this innovative approach, playing a role in teachers' weekly storytelling and presentations. The

new RE aligns with the previous focus on delving deeply into Scripture and living in the manner of Jesus.

Students actively participate in Mass and prayer sessions, engaging in age-appropriate sacramental and missionary activities embodying their mission as Jesus' disciples. Parish Masses occur regularly throughout each term for each stage, accompanied by class visits from the priest. Family Masses are a monthly occurrence on the last Sunday, and significant school events, such as the Feast Day, Assumption, Listen Love Mass, and school liturgies, contribute to the spiritual vibrancy of the community. Social Outreach initiatives demonstrate the School's commitment to service, including support for St. Vincent de Paul through Christmas hampers, a Catholic Mission Socktober fundraiser in October coinciding with Mission Month and the Diocesan Mission Mass, Project Compassion to aid Caritas during Lent, and assistance to the Parish with their Christmas Day lunch.

Our Parent Engagement Coordinator helps to create the link between School, Parish, and outreach programs, coordinating parent volunteers for events such as Family Mass BBQs, Feast Day activities, and organizing outreach programs like Christmas hamper wrapping.

## Curriculum, Learning and Teaching

---

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.

Curriculum and Learning in 2023 saw the implementation of the new K-2 English and Maths Curriculum. Teachers unpacked the new syllabi to create exciting teaching and learning for all children. Reporting and Assessment changes were also a focus with the new syllabus, teachers unpacked new outcomes and language. A parent session was held for to unpack the new curriculum and learnings that was occurring. The new Religious Education Curriculum was also implemented in Year 1.

Tracking of student's data was transferred to CSBB's Student on a Page which initially came about in 2022. Collaborative Coaching data was tracked for the essential learning that was a focus. This can be found on the Collaborative Coaching teams page in the 'data' folder. MIA were conducted at the start of the school year for Yr1 –6 and Kindergarten were assessed using 'Best Start Kindergarten Literacy and Numeracy' assessment.

Additional focus areas included resourcing to purchase new decodable readers and resources to support the English K-2 syllabus. Various online resources were also used to support the decodable readers Aussie Decodables Australia and Wushka.

## Student Performance in Tests and Examinations

### NAPLAN

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

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Mary's Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	67%	54%
	Reading	90%	67%
	Writing	98%	76%
	Spelling	79%	61%
	Numeracy	84%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	97%	64%
	Reading	100%	74%
	Writing	82%	66%
	Spelling	78%	69%
	Numeracy	89%	68%

## Pastoral Care and Student Wellbeing

---

### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). 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 CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2023.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution 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 [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2023 to reflect new system processes.

### **Initiatives promoting respect and responsibility**

The school values of Compassion, Honesty, Hope, Respect, Love, Service and Justice are promoted throughout the life of the School. Our Pastoral Care captains lead the school in following the values and staff promote values in classrooms. There are weekly awards for Positive Behaviours for Learning (PBL). The recipients of bronze, silver or gold awards are acknowledged by St Mary's and presented by the school leaders. Each Friday, merit awards are given out to selected students. This takes place either in class or at the fortnightly formal school assembly. Merit awards are given out based on application to school values or academic performance.

Each term, a student from each class, is awarded the Values award for outstanding, ongoing exemplary behaviour and attitude, based on the School's values of Courage, Compassion, Honesty, Hope, Justice, Respect and Service. These students are presented with a certificate during our Friday assemblies. The award is replicated and put on display in the School.

Student leadership is an important part of school life and our senior students are wonderful role models for younger students in the school. They take on roles of responsibility in either Mission, Sport, Environment, Community, Pastoral Care and wellbeing or Library/IT. These responsibilities include leading assemblies and designated days pertaining to their role. Other responsibilities include leading whole school events such as Clean up Australia Day and National Day of Action Against Bullying. Senior students take their leadership positions Annual School Report to the Community 2020 Page 14 of 21 seriously and fulfil their roles very effectively. Senior students also accept the role of being a buddy to younger students. This year the school recognised Harmony Day with our pastoral care student leadership team. Guiding all students in recognising the multicultural dimensions of our school.

This year, we adopted the Zones of Regulation as our comprehensive school-wide behaviour management strategy. The Zones of Regulation is an approach used to support the development of self-regulation in children. Within our school, we established regulation stations in each classroom and implemented consistent and uniform school-wide support systems to ensure that all students receive consistent assistance and guidance.

## School Improvement

---

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

Our system strategic focus, 'Towards 2025', incorporated a new vision and purpose for the entire CSBB, with our schools at the core. The strategic statement guides all our improvement strategies. Under the leadership of the Bishop, we are committed to maintaining focus on our purpose to collaborating in the mission, to applying evidence based on practice in all our endeavours and to delivering the vision as we strive to be at least as good as the very best. The CSBB strategic themes - Evangelisation and Catechesis, Student Achievement and Capability and Enablement form the key priorities and themes. Strategic enablers include Governance, Financial Viability and Infrastructure and Facilities- these support the strategic themes and priorities.

Progress on the community of schools South Peninsula Schools Project has enabled greater access to resources and facilities across this region with four primary and one secondary school joining together for larger scale educational opportunities for students. Work and planning has progressed, to ensure optimal learning environments across all precinct schools. St Mary's School continues to work closely with St Paul's Catholic College and Stella Maris College.

### Priority Key Improvements for Next Year

The direction of CSBB will have a major impact on the School Improvement Plan (SIP) for St Mary's Catholic School. It is expected that schools will be recognised as centres of authentic professional Catholic education, our leaders are deeply committed to the faith and mission of the Church in Catholic Education, our staff embrace the values of Faith, Joy, Witness, Compassion and Courage as central to the work in Catholic Education in the diocese and that our work is lived through each staff member in their vocation as Catholic educators.

Our strategy, in support of CSBB, will be to establish an 'Instructional Coach/Mentor Model', utilising the skills and expertise of our Leadership Team, to support teachers in the day to day work. Mentors will meet regularly with teachers to co-plan and construct worthwhile learning experiences for all students, based on a variety of data sources for individual learning plans.

Further work on the Northern Beaches Southern Schools Precinct will be in support of St Paul's Catholic College progress towards co-education in 2025. This exciting development will provide parents with high school choice in the future.

## 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 the School from parents, students and teachers.

### Parent satisfaction

Current parent survey results indicate that there is a high level of satisfaction with the school. The top 5 reasons for parents choosing St Mary's School are:

- Caring School Community
- School Size
- Reputation of the School
- School Values
- Quality of Principal and Teachers

Word of mouth continues to be the highest indicator of how parents find out about the school, which indicates that the current families are satisfied and talk favourable about the school in the community. Factors that most influence decision making process are- School Visit, Teachers and Principal, Location, Siblings.

### Student satisfaction

The school conducted the 'Tell Them from Me' survey which enabled the voice of the student to be heard. Some of the feedback provided included:

- What I like about school is that you be who you are
- What is taught at school is really engaging for us. I like how it is a small school but you know everyone. All the teachers try their best for the children. It is a great environment.
- They teach really well. Everyone feels included. It is in a very nice location. The teachers and the principal are very kind
- I like how easy it is to make friends here

### Teacher satisfaction

During the year, all staff have had staff check-in conversations with staff evaluating their experiences and personal goals for the year. Responses showed positive reflections and high satisfaction levels.

Teacher responses included: “2023 has been a great year, especially for professional learning and I think as a team we work well”; “Having the support of all the St Mary’s staff in Collaborative Coaching sessions, has allowed me to experience what collaboration and teamwork really is”; I enjoyed learning collaboratively with my grade partner each week in coaching sessions, communication is consistent, and working together on clear goals”; “I’ve learned many things from the teachers I work with and our coach” and “I feel I have a very strong and positive relationship with my students and their families.

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,460,686
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$652,259
Fees and Private Income <sup>4</sup>	\$1,513,079
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$1,988
<b>Total Income</b>	<b>\$4,628,014</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$346,989
Salaries and Related Expenses <sup>7</sup>	\$3,647,420
Non-Salary Expenses <sup>8</sup>	\$1,296,780
<b>Total Expenditure</b>	<b>\$4,944,201</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2023 REPORT