



Catholic  
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

# 2022

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

*Together in Christ*



### St Mary's Primary School

2 Bayview Street, WARNERS BAY 2282

Principal: Liz Starling

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

[mn.catholic.edu.au](http://mn.catholic.edu.au)

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## About this report

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St Mary's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO 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'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

St Mary's is situated in the suburb of Warners Bay on the shores of beautiful Lake Macquarie. Our large grounds have two playing fields, three hard-surfaced undercover playing areas, a large fixed playing area with adjoining sandpit, 3 cricket nets, an imaginative playground, a fairy garden, a prayer garden, a yarnning circle and bush tucker garden, and landscaping with native flora and fauna.

As a Catholic school, we strive to create a loving, caring and compassionate environment in which the teachings of Jesus are evident and community members treat each other with kindness and respect. The school enjoys a fine reputation for academic excellence, music, cultural and sporting achievements and learning technology innovations. In Years 4-6, laptops are used on a 1:1 basis for all students as part of a contemporary learning approach.

St Mary's is an extremely well equipped school, educating students in the 21st century. St Mary's aims to provide students with a well balanced education with a focus on Literacy, Numeracy, Music, Learning Technology, Sport and the environment. We also place great importance on social emotional learning and wellbeing.

We strive to develop discerning students who are able to use knowledge and skills gained, not only for themselves, but for the good of society as a whole. Cultural experiences are very important, as is developing a love of learning, so that all students become life-long learners.

### Parent Body Message

Throughout this year, the P&F continued to work collaboratively with our school community. As in previous years, we once again welcomed our new Kindergarten families to our school by holding a BBQ at the beginning of Term One. This was a great opportunity for our new families to meet the teachers and other families from within our school community.

We were pleased to be able to welcome volunteers back onto the school site this year, as a result of more relaxed Covid-19 pandemic restrictions. We promote our regular on site and virtual meetings and events via our school newsletters and the Compass App, and are privileged that we always have the support of families to volunteer at our many events.

Our P&F looks forward to another positive year with our school community making more contributions towards our school.

## Student Body Message

St Mary's is a welcoming and inviting school with a positive atmosphere. This is due to our fantastic teachers and other staff, and friendly students. We have many areas in which to participate and excel. There are many opportunities to represent St Mary's in academic and sporting events at school, regional, diocesan, state and national levels. We are proud of our creative talents - our choirs, folk groups, guitar group, concert bands and rock band. In 2022, many of these events were reintroduced due to more relaxed Covid-19 pandemic restrictions.

Our school excels at 21st century learning – we have robots, interactive smart hub screens, computers and iPads, and Years 4-6 work on individual laptops.

At St Mary's we value our environment – we are proudly a 'rubbish free school', we compost and use our vegetable garden for our canteen. We have a beautiful school – modern buildings, plenty of fields and three Covered Outdoor Learning Areas. We have a variety of play spaces for children to choose from in our school, and we are encouraged to be creative and use our imagination.

Our school has a close connection with our parish. We are happy to be able to celebrate liturgies with Fr Greg Barker (Parish Priest) and our families on our COLA and in classrooms. We enjoy being involved in many social justice opportunities.

There are several student leadership teams at St Mary's, including School Leaders, Sports Leaders, Mini Vinnies, Wellbeing Leaders and Environmental Leaders.

School Leaders

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## School Features

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St Mary's is part of the Boolaroo-Warners Bay Parish and was opened in 1958 with 41 students from Kindergarten to Year 4. The school was staffed by the Sisters of St Joseph. In 1960 the school was extended to include Years 5 and 6. In 1968, St Mary's became the Infants School, while Our Lady Help of Christians, Boolaroo, catered for the Primary classes.

This continued until 1975 when the decision was made to phase out one of the parish schools because of declining enrolments and the increasing cost of maintaining the two schools. In 1976 Our Lady Help of Christians School was moved from Boolaroo to Warners Bay. In 1981 the Sisters of St Joseph relinquished charge of the school and a lay principal was appointed. Due to increasing enrolments, extensions were completed over the years and the school became 2 stream. In 2008-9 the school was completely rebuilt. The school now has an administration block, library and computer room, 15 permanent brick air-conditioned classrooms, extensive landscaping and three covered outdoor learning areas.

St Mary's is part of the Lakes Region of schools within the Diocese of Maitland-Newcastle. The school draws students from Warners Bay, Speers Point, Boolaroo, Lakelands, Eleebana, Mount Hutton, Tingira Heights, Croudace Bay and Valentine. Students from St Mary's go on to either St Paul's High School, Booragul or St Mary's Catholic College, Gateshead.

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## Student Profile

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### Student Enrolment

The 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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
205	190	51	395

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle 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 [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- 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 2022 was 89.54%. 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
90.00	91.23	90.00	89.77	90.20	88.80	86.80

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	29
Number of full time teaching staff	16
Number of part time teaching staff	5
Number of non-teaching staff	8

### Total number of teaching staff by NESA category

Teachers at this 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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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 Schools Office (CSO). The 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. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.



## Summary of professional learning at this school

This year St Mary's staff participated in a wide variety of face to face and online professional learning opportunities including, but not limited to, Faith Formation and Encounter, Cultures of Thinking and Making Thinking Visible, High Impact Teaching Strategies, School Culture, Collective Student Efficacy, Lyn Sharratt's Clarity 14 Parameters, Assessment and Data Literacy, Safe and Supportive Learning Environments, Teaching Reading, Supporting Students With Disabilities, Teaching Numeracy, Cognitive Ability Test Data Analysis, NAPLAN Data Analysis, Responsible Digital Citizenship and eSafety, Growth Mindset in Mathematics, Mindframes and Learning Dispositions for Success, Body Bright and Positive Body Image, Be You, Tell Them From Me, WHS, Governance, Child Protection and Safeguarding.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

At St Mary's we live out our Vision: ***Learning Together, Enriching Lives***, and Mission:

***St Mary's is a Christ-centered community founded on the Josephite tradition of faith in action through service.***

***We are partners in learning in our pursuit of excellence.***

***We use our head, heart and hands to live life to the full and enrich our world.***

St Mary's caters for students from the Parish of Boolaroo-Warners Bay and has a history built on the traditions of the Sisters of St Joseph. We acknowledge the traditional owners of the land, the Awabakal people, upon which the school is built. St Mary's celebrates its Catholicity by regular morning prayer assemblies and liturgies, with Monday morning being another celebration of the Sunday Mass readings.

St Mary's School is fortunate to be situated on the same site as St Mary's Church and our Parish Priest, Father Greg Barker, celebrates Mass and liturgies on special school occasions. Special celebrations this year included Mass for Our Lady Help of Christians, St Mary of the Cross MacKillop, the Assumption of Mary, Beginning of School Year and Year 6 Graduation Mass. We held a number of special liturgies for events such as Catholic Schools Week, Harmony Day, Easter, ANZAC Day, Remembrance Day, Mothers' and Fathers' Day. We were

pleased to be able to welcome families back on to the school site for these liturgical celebrations.

Children from Years 3-6 received the Sacraments of Reconciliation, Confirmation and Eucharist this year.

In recent years we designed and established a special prayer garden to allow for quiet prayer and reflection. We also established a yarnning circle and bush tucker garden to enhance our connection with Aboriginal spirituality. We have also upgraded our Imaginative Playground, adding more physically challenging play opportunities and shadesails.

The St Mary's School community has a close relationship with the Parish community and actively participates in the Parishes of Warners Bay and Boolaroo on a number of levels. Each Christmas the school assists St Vincent de Paul by donating food and gifts for the needy. A number of staff members are active worshippers in our Parish. At the beginning of the school year, at a Sunday Mass, the Year 6 School Leaders and school staff are introduced to the Parish community at a Commissioning Mass. There is regular contact between the school and the Parish Priest through meetings, enrolment interviews, staffing interviews and pastoral visits to the school. St Mary's children are fortunate to be able to utilise the Parish hall, situated next to the Church, for Music lessons, Concert Band, Drama lessons, French lessons, special assemblies, parent meetings and concerts.

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## Curriculum, Learning and Teaching

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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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

St Mary's honours its commitment to providing a quality Catholic education in which each curriculum area promotes a Catholic worldview. Through the curriculum, students receive a holistic Christian education that develops every aspect of their potential. At St Mary's, we are a learning community characterised by high expectations, in an environment that engages, empowers and enables students to achieve excellence, academic rigour, innovation and purpose.

This year, St Mary's continued to implement 'Visible Learning' to promote students becoming life-long learners. Staff strengthened their knowledge and understanding of 'high impact' strategies and implemented them in learning experiences. High impact strategies implemented across the school include learning intentions, co-constructed success criteria, effective and timely feedback, goal setting, and building and maintaining a growth mindset. We believe all students can and will learn. Staff utilise a wide variety of thinking routines in line with Cultures of Thinking. We also use 'The Learning Pit' to help students think and talk about their learning.

Students are regularly challenged to take risks in their learning, make mistakes and try different ideas which help them to learn.

Since 2019 St Mary's has been a 'Successful Foundations' school, collaborating with Catholic Schools Office Education Officers - Early Learning and Dr Cathie Harrison (Australian Catholic University) in response to the growing evidence, both nationally and internationally, that the first years of life, play and the transition to school have significant impact on education, wellbeing and subsequent life trajectories (Dockett & Perry, 2014). All staff at St Mary's have had extensive professional learning on meeting the needs of Early Learners and we look forward to continuing to promote and endorse Successful Foundations in the future.

St Mary's challenges every student in a supportive learning environment and values each student's different abilities. We acknowledge that students learn in different ways, therefore learning programs must contain different options for learning. A wide range of support is provided for students who need assistance with learning academically and socially, and academic strengths are challenged during classroom learning. The Learning Support Team at St Mary's continued to assist the teaching staff in meeting the diverse needs of students. We consulted with students, their families and specialist services to understand individual needs, and to determine the adjustments required. The Learning Support Team collaborated with teaching staff to develop and deliver a variety of programs and intervention.

In 2019, St Mary's became a Gifted Education Lead (GEL) school. Being a GEL school provides staff with opportunities to engage in a range of professional learning to strengthen their understanding of gifted education. We focus on identifying gifted learners and providing appropriate educational programs and interventions to enable development of 'talent' to achieve potential. Gifted education at St Mary's allows teachers to focus on differentiation and catering for the needs of our gifted students. We understand the importance of supporting our students on their educational journey, as we recognise students' potential and foster their talents. Each year, several of our highly gifted students are selected to participate in the Diocesan Virtual Academy.

## 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 in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	62%	52%	2%	12%
	Reading	68%	54%	2%	11%
	Writing	75%	50%	0%	7%
	Spelling	65%	48%	5%	15%
	Numeracy	45%	34%	5%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	44%	31%	6%	14%
	Reading	59%	39%	4%	11%
	Writing	33%	25%	10%	18%
	Spelling	48%	37%	4%	14%
	Numeracy	35%	25%	6%	16%

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## Pastoral Care and Student Wellbeing

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### 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 Student Wellbeing and Pastoral Care Policy 2022 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.

There were changes to the policy in 2022.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

## Initiatives promoting respect and responsibility

The Anti-Bullying Policy, along with the Wellbeing and Pastoral Care Policy, form the basis of our care of students. The St Mary's School Prayer and Acknowledgement of Country, recited daily during morning assembly, uphold the values of respect of all people. Respecting the land, people, environment and the spirituality of others is integrated into all subject areas. This respect is also highlighted through our Catholic Social Teaching and Catholic Principles included in our teaching and learning programs.

In recent years, significant time was dedicated to collaboratively revising and updating our School Expectations, our School Consequences and Reflection Sheet. These were formulated with the student body to assist children to identify their rights and responsibilities as members of the St Mary's community. Families were also consulted as part of this process. Responsibility is promoted through our very successful Kindergarten and Year 6 Buddy Program, and our K-6 Wellbeing Groups.

The Australian, Aboriginal and Torres Strait Islander flags are raised each morning. We also have a dedicated Aboriginal Education Teacher.

St Mary's participates in Mini Vinnies and other social justice initiatives advocating for fairness for all groups in our community. We continue to have Wellbeing Week each term and encourage wellbeing and mindfulness to be an ongoing and daily part of the classroom routine. Our whole school focus on the You Can Do It! Program assists in encouraging self-respect and, in turn, understanding of others. The award system which supports the YCDI! program gives targeted feedback to students on how they are progressing with their Social and Emotional Learning skills. Our fortnightly newsletter and Home Learning tasks have a focus on family and wellbeing inside the family home. Staff are regularly encouraged to read articles and participate in professional learning opportunities based on wellbeing, mindfulness and self-care strategies.



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## School Improvement

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The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

Our School Improvement goals for 2022 were:

**CATHOLIC FORMATION AND MISSION** – to ensure school liturgical celebrations are engaging, meaningful and understood by all in our community. As we able to re-welcome families back into the school, with families invited to all liturgical celebrations, this is an ongoing goal.

**LEARNING** – to build confident and persistent learners, with a focus on mathematical problem solving skills, and early reading skills (hearing, recognising and manipulating sounds to decode words). We achieved this goal by providing professional learning for teaching staff on Literacy, with an intense focus on reading and comprehension skills. We continued to have a fortnightly focus on learning dispositions, which was taught to children and communicated to parents. Regular, uninterrupted time was allocated to PLC and PLT meetings, and teaching staff participated in Case Management Meetings as a Stage with the school Leadership Team, focusing on ensuring children were achieving to their full academic potential, particularly in numeracy. We continued our professional learning and implementation of Visible Learning, and best practice in Early Learning and Gifted Education. We also continued to embed Cultures of Thinking, and utilised a wide variety of thinking routines to assist students in making their visible thinking.

**WELLBEING** - to ensure students, families and staff understand the importance of cybersafety and how to be responsible digital citizens, and to promote healthy lifestyles and positive body image. With children spending more and more time online as a result of the Covid-19 pandemic, we have ensured a focus on teaching children safe online behaviours. This has been done in Library lessons and classrooms, and parents are updated fortnightly

with helpful tips on how to support their children online. Our Wellbeing Student Leaders participated in webinars and online learning opportunities on positive body image through Be You and Body Bright, and prepared presentations for all students, staff and parents to better understand the importance of a healthy lifestyle and a positive body image.

### Priority Key Improvements for Next Year

In 2023, the St Mary's community is committed to:

CATHOLIC CULTURE AND MISSION - ensuring school liturgical celebrations are engaging, meaningful and understood by all in our community to reflect the Catholic Identity of the school

#### LEARNING

- ensuring all students showing growth in problem solving and working mathematically
- ensuring all students showing growth in phonemic awareness and comprehension

WELLBEING - ensuring student, families and staff understanding of the importance of cybersafety and how to become responsible digital citizens

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## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Through informal consultation, and a school wide survey of parents and carers, feedback was overwhelmingly positive and indicated a very high level of satisfaction.

Surveys revealed that parents agree or strongly agree that the school welcomes families, informs families and is inclusive. Parents also found the schools to be very supportive of learning at home.

Parents reported satisfaction higher than the diocesan mean in all areas.

Parents reported feeling particularly satisfied with the way St Mary's supports safety and positive behaviour and learning.

*'The staff at St Mary's take the time to get to know each student as a person. They know each child really well and tailor their lessons to suit each child's abilities, interests and learning styles. Staff have students well-engaged and we believe that comes from getting to know each student on a personal level.'*

*'St Mary's is a welcoming and supportive school where students are treated with respect and kindness. I feel staff are professional and approachable whenever I am highlighting issues which arise. I could not ask for a better school for my daughter.'*

*'St Mary's is a wonderful school. My son is engaged and happy and loves learning. He is motivated and encouraged in all subjects and feels a sense of achievement as he meets his goals.'*

### Student satisfaction

Children in Years 4-6 were surveyed on their satisfaction with our school. Again, the results were overwhelmingly positive and indicated a very high level of student satisfaction.

Student responses showed they agree or strongly agree that learning time is used effectively and classroom instruction is relevant to their everyday lives. They feel classroom instruction is well-organised, with a clear purpose, with feedback provided to help them learn.

Students reported that teachers are responsive to their needs and provide them with encouragement and advice, and believe staff encourage independence.

Student responses clearly showed that they believe the school encourages positive behaviour and children feel very safe at St Mary's, and children know that the school will help if they tell a teacher that they feel unsafe.

Students believe St Mary's is a positive learning environment where everyone is expected to succeed in their learning. They also believe that St Mary's shows children what it means to live like Jesus.

*'Our school helps children learn to their very best and care about how people feel. The teachers do not put up with bullying and are very encouraging to try new things.'*

*'I like all the opportunities that we have for sports and other activities. I like the fields that we have and the furniture that we have. I also like the teachers that we have at St Mary's. I love my school I wouldn't change anything about it. I like it just the way it is. We have more resources and more opportunities in sports and other activities than my old school and I feel more accepted and safe where I am now.'*

*'I really like how in this school I can just be myself.'*

*'I really like how the school wants everyone to be respectful and caring to others and tries to make sure everyone is nice and inclusive of each other. I feel very safe and supported here and it's a very good school. We have new opportunities every day and there is heaps of room to play, run around and to have fun with our friends!'*

### Teacher satisfaction

Staff also completed a survey and, yet again, the results of this survey were overwhelmingly positive and indicated a very high level of staff satisfaction.

Staff reported satisfaction higher than the diocesan mean in all areas. This was significantly higher on the areas of parent involvement, leadership and technology.

Staff agreed and strongly agreed that the school sets challenging and visible goals, plans opportunities for learning, provides quality feedback, finds ways to overcome obstacles to learning and prioritises safeguarding of children.

Survey results overwhelmingly show that staff believe the school site is well maintained and resourced, has effective leadership and that the school is highly regarded in the community.

Staff strongly believe there is a shared sense of responsibility amongst staff for the faith life of the school, and that Catholic beliefs and values are expressed in all school activities, including policy implementation. Staff believe social justice initiatives within the school have a distinctive Catholic purpose which are underpinned by Catholic Social Teaching.

Staff reported particular satisfaction that St Mary's is an inclusive Catholic school that has a well-established strong learning culture that utilizes data to inform teaching strategies.

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## Financial Statement

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

School Financial Information for the 2022 year is detailed below:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,650,270
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$964,021
Fees and Private Income <sup>4</sup>	\$855,675
Interest Subsidy Grants	\$24,858
Other Capital Income <sup>5</sup>	\$289,475
<b>Total Income</b>	<b>\$5,784,299</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$128,349
Salaries and Related Expenses <sup>7</sup>	\$3,747,104
Non-Salary Expenses <sup>8</sup>	\$1,679,159
<b>Total Expenditure</b>	<b>\$5,554,612</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 2022 REPORT