

**St Mary's Primary School,
MARYBOROUGH**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

| | |
|-----------------------|---|
| School | St Mary's Primary School |
| Postal address | PO Box 287, MARYBOROUGH, QLD, 4650 |
| Phone | (07) 4121 5705 |
| Email | pmaryborough@bne.catholic.edu.au |
| Web pages | Information about the school can be found at www.smpmaryborough.qld.edu.au Additional information about Brisbane Catholic Education schools is located on the Brisbane Catholic Education website. |
| Contact person | Michelle White — Acting Principal |

Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Mary's Primary is a two-stream parish school located in the regional town of Maryborough. From humble beginnings in 1848 Catholic Education has grown in Maryborough to encompass both secondary and primary school. As a parish school we share the responsibility of delivering the Church's mission in Maryborough.

School progress towards its goals in 2021:

1. Strong Catholic Identity

Goals - Re-contextualise our Catholic Identity as we develop a common understanding of our founders/charisms/history and make links to practices in the school.

Progress – During the year our school implemented a whole-school program where the students began the school year with two weeks of the Religious Education program dedicated to teaching the students about the founders/charisms/history of our school and of our Catholic education journey in Maryborough. The teachers used the new mural as a visual teaching tool to assist in their lessons.

2. Excellent Learning and Teaching

Goals - By the end of 2020, 90% of students in Yrs Prep - 2 at St Mary's will have achieved the BCE student Learning target in Reading and 90% of our students in Yrs 3 - 6 will have achieved the BCE learning target in Writing.

Progress – In Prep – 100% of students achieved their Concepts of Print, 82.7% of students met the target for Letter Knowledge, 75% met the target for Sound Knowledge. The results for PM Reading were: 1+ Prep – 98.1%, 5+ - 76.9%, Year 1 63.6% and Year 2 82.4% of the cohort reached the BCE reading targets. In Writing, Years 3 achieved 69.6%, Year 4 achieved 100%, Year 5 achieved 100% and Year 6 achieved 79.6% of students achieved the BCE target.

3. Building a Sustainable Future

Goals – A new Master Plan will be developed to include refurbishment of classrooms into contemporary learning spaces. This will offer students the opportunity to learn in comfortable and contemporary learning spaces to improve student attendance and engagement and teachers opportunity and ability to differentiate curriculum.

Progress – St Mary's Primary has now renovated the Library, B Block (McAuley building), and the MacKillop Building. Our master plan involves renovating our Prep, Year 1 and Year buildings and the junior toilets in the upcoming years.

Future Outlook

The explicit improvement agenda for 2021 will focus on gaining improvements when moving to a short-term planning cycle in English and Religion and using BCE Model of pedagogy as a guide for staff.

This will enhance teacher capability to focus on student deficit area and plan with support staff to address these. This will refocus staff development with the appropriate model of pedagogies needed for these planning timeframes.

Goal: The goal is to have this practice of Short-Term Planning Cycles throughout English and Religion across all year levels of our school.

Strategies:

- New planning templates will be introduced for teachers to use.
- Review the purpose of each component of the planning cycle & communicate with staff.
- Begin planning sessions by starting with a review of the data, going to the Achievement Standard, identifying a Learning Intention, writing Success Criteria from the Content Descriptors and using a Context/Text model.
- Professional Development for staff
- Sustainability and embedding of the Ensuring the High Yield Strategies are occurring across the school.
- Continuing support with BCE staff.

Our school at a glance

School profile

St Mary's Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

| | Total | Girls | Boys | Aboriginal and Torres Strait Islander students |
|------|--------------|--------------|-------------|---|
| 2021 | 360 | 188 | 172 | 34 |

Student counts are based on the Census (August) enrolment collection.

St Mary's offers an affordable, quality education for students in Maryborough and nearby surrounding areas. Our enrolments have increased significantly from 269 students in 2020 (28.6%), allowing a new class to be added in 2022. The percentage of Catholic students also increased up to 45.4%. Our diverse population of students come from multicultural backgrounds with 6.1% of the students with English as an additional language or dialect (EAL/D). The traditional owners of these lands, the Butchulla people, making up 9.3% of the population of our indigenous students.

Whilst most students come from the City of Maryborough, we also have a small percentage of students who travel from outlying areas including Tiaro, Howard and Hervey Bay. We have a close connection with our St Mary's College which enables students to seamlessly transition into their secondary education. We have a large student support network including a full-time speech pathologist, Guidance Officer, Support Teacher and School Officers.

Curriculum Implementation

Curriculum overview

St Mary's offers a vibrant curriculum from Prep - 6. The Australian Curriculum guides our teaching and we are continuing to implement the new and/or revised components of this curriculum. We have the unique opportunity at St Mary's Catholic Primary School to:

- offer our students enhanced curriculum opportunities not normally afforded to primary students. This has come about because of the strong connection we have with our Secondary College. Our Year 4, 5 and 6 students get a small taste of secondary curriculum by taking part in 'Taster Days' at the College where specialist electives subject areas are introduced. This opportunity aims to assist our students to transition smoothly into their secondary schooling.
- offer an extensive Learning Enhancement (LET) facility where students are encouraged and supported to participate in extension programs, intervention programs and social and emotional programs.
- access to our optional instrumental Music program, Strings Ensemble, Concert Band and Choir. All year levels have classroom music lessons for one term a year.
- participate in weekly LOTE lessons from P-6 (Japanese).
- encourage strong student & class participation in the local Eisteddfod program (Speech and Drama, Music and Dance).
- take part Arts (Visual Arts, Drama, Dance and Media Arts and Health Physical Education lessons each week.
- be part of an extensive camp and leadership program for students in Year 5 and 6.
- be supported in their personal development through our School Wide Positive Behaviour Systems. (STARS)
- work in newly refurbished larger classroom spaces to provide flexible learning opportunities for students.

We offer a wonderful program for our pre-prep aged students (P.R.E.P). Our Prep Readiness Education Program involves a series of four Transition Days for students to attend. In addition to this, these students are also invited to join into Book Week and Under 8s Day celebrations. Members of our administration team have developed a strong association with the Kindergartens and Day Care Centres throughout Maryborough by making regular visits to the centres throughout the year.

Extra-Curricular Activities

Students at St Mary's Primary School can participate in a variety of extracurricular activities within sports, music, drama, and technology. These activities encourage the students' specific interests and skills while also allowing them to grow and realise their full potential. These extracurricular activities have seen many of our students represent the school at zone and district level for different sports as well as performing creditably in local eisteddfods with the choir, strings ensemble and concert band. We have numerous students across 3-6 represent the school at local chess and technology competitions in the region.

Our extra-curricular activities include:

- Cross Country and Athletics Carnivals
- Representation in District and Regional Sports
- Gala Sports Day
- Chess Club
- Tech Club
- Japanese Club
- Junior Choir (Grade 1 -3) and Senior Choir (Grade 4-6)
- Strings Program and Strings Ensemble
- Instrumental Music Program
- School Musical (biannually)
- Dance groups
- Opportunities to enter the local eisteddfod in Speech and Drama, Music and Dance

- Extension programs (including Robotics and e-Sports)

Specialist subjects include Japanese, HPE, Arts and Classroom Music lessons. The school also offers Out of School Hours Care (OSHC) and Vacation Care.

How Information and Communication Technologies are used to assist learning

Students at St Mary's access technology with an aim to 'effectively and appropriately access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school' (Australian Curriculum). Digital Pedagogies are enhanced at St Mary's Primary with the use of iPads and laptops across the school. The school provides iPads in a ratio of approximately one device for every 2 prep students and 1:1 ratio in Years 1 through to Year 6.

At St Mary's, our aim is to create ICT capable students who can use a variety of ICT tools effectively and appropriately to support and enhance their own learning. This is visible in all curriculum areas, having benefits for their current learning capabilities and their lives beyond our school. Digital citizenship is a focus at St Mary's as we support our learners to communicate respectfully with others, whilst creating and consuming meaningful digital content.

Social Climate

Overview

St Mary's Primary School fosters an inclusive climate, where all students have a sense of belonging and feel valued. Students are encouraged to participate with enthusiasm in all areas of school life including academic, cultural, spiritual, social and sporting. Through the teaching and modelling of Christian values, students are taught to respect and care for each other and their surroundings.

Our School Values, Service, Courage and Justice are demonstrated by staff and students at St Mary's Primary School. Students are actively taught these values and are recognised through our STAR Awards for exhibiting them around the school.

St Mary's Primary School strives to offer a safe and supportive environment for students to grow both academically and socially. Inclusive education practices are embedded in all areas of the school; including classroom learning, extra-curricular activities, and play times. St Mary's Primary School does not accept bullying in any form and is dealt with promptly and fairly.

St Mary's respects and acknowledges the past, present and future owners of the land on which our school stands, the Butchulla People. Indigenous students participate in the First Nations Group where they learn, share and experience indigenous culture and beliefs.

Parents and carers of the St Mary's Primary School community are invited to attend all school events including liturgies, mass, assemblies, P&F fundraising events, and sporting events. Parent teacher interviews are offered twice yearly, and parents are encouraged to make contact with their child's teacher at any other time when needed.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

| Performance measure | 2020 |
|---|-------|
| Percentage of parents/carers who agree [#] that: | |
| This school helps my child to develop their relationship with God | 97.1% |
| School staff demonstrate the school's Catholic Christian values | 97.1% |
| Teachers at this school have high expectations for my child | 94.4% |
| Staff at this school care about my child | 93.0% |
| I can talk to my child's teachers about my concerns | 93.0% |
| Teachers at this school encourage me to take an active role in my child's education | 85.9% |
| My child feels safe at this school | 94.4% |
| The facilities at this school support my child's educational needs | 94.4% |
| This school looks for ways to improve | 95.7% |
| I am happy my child is at this school | 94.4% |

BCE Listens Survey - Student satisfaction

| Performance measure | 2020 |
|--|-------|
| Percentage of students who agree [#] that: | |
| My school helps me develop my relationship with God | 77.0% |
| I enjoy learning at my school | 88.9% |
| Teachers expect me to work to the best of my ability in all my learning | 98.1% |
| Feedback from my teacher helps me learn | 88.0% |
| Teachers at my school treat me fairly | 86.1% |
| If I was unhappy about something at school I would talk to a school leader or teacher about it | 73.1% |
| I feel safe at school | 85.2% |
| I am happy to be at my school | 88.9% |

BCE Listens Survey - Staff satisfaction

| Performance measure | 2020 |
|---|--------|
| Percentage of staff who agree [#] that: | |
| Working at this school helps me to have a deeper understanding of faith | 93.9% |
| School staff demonstrate this school's Catholic Christian values | 96.9% |
| This school acts on staff feedback | 74.2% |
| This school looks for ways to improve | 90.6% |
| I am recognised for my efforts at work | 84.8% |
| In general students at this school respect staff members | 97.0% |
| This school makes student protection everyone's responsibility | 100.0% |
| I enjoy working at this school | 87.9% |

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and Community Engagement

Annual data gathered via surveys and parent interviews highlights a high level of satisfaction amongst our parent body. Such surveys also indicate a high morale amongst staff. They feel like they are supported by their colleagues, and they are very dedicated to their profession. The rate of retention and staff is also a contributing factor to their satisfaction. Many staff are actively involved in leadership and engaged in extra-curricular activities. A number of staff are also involved in Parish ministries, such as children's liturgies, the sacramental program, reading and Eucharistic ministries. There is a real sense of belonging and ownership among staff. Students are genuinely very happy and proud of their school and represent the school with pride. They positively contribute to a welcoming atmosphere within the school. Our students are well respected in the wider community and receive positive feedback from visitors to our school, as well as people involved in excursions, sports, cultural activities and camps. The children are complimented on their behaviour, manners and enthusiastic participation when they represent our school in the wider community.

Our school community engages families with the school through regular communication via different modes for parent convenience. Parents are always welcomed into the school for our many celebrations and are integral in assisting staff to deliver the curriculum particularly in the early years. Our Care and Community group members look after the pastoral needs of our families with school support as they offer the hand of friendship and support.

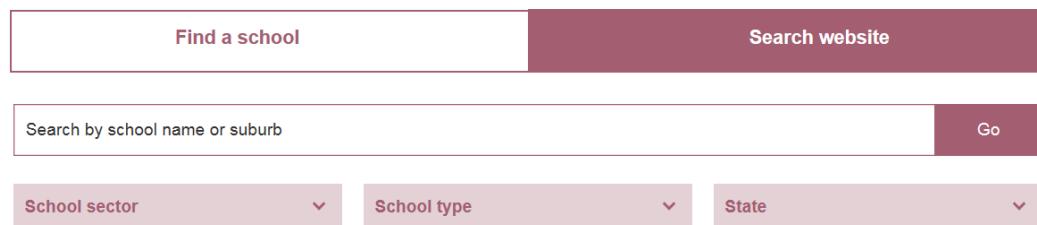
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The image shows a screenshot of the 'My School' website's search interface. At the top, there are two buttons: 'Find a school' (in white text on a red background) and 'Search website' (in white text on a dark red background). Below these is a search bar with the placeholder text 'Search by school name or suburb'. To the right of the search bar is a 'Go' button. Below the search bar are three dropdown menus: 'School sector', 'School type', and 'State', each with a small downward arrow icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



The image shows a screenshot of the 'My School' website's 'View School Profile' button, which is highlighted with a red border.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The image shows a screenshot of the 'My School' website's navigation menu. The menu items are: School profile, NAPLAN, Attendance, Finances (which is highlighted with a red border), VET in schools, Senior secondary, and Schools map.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

| Description | Teaching Staff* | Non-Teaching Staff |
|-----------------------|-----------------|--------------------|
| Headcount | 24 | 24 |
| Full-time Equivalents | 21.0 | 12.7 |

*Teaching staff includes School Leaders

Qualification of all teachers*

| Highest level of qualification | Number of classroom teachers and school leaders at the school |
|--------------------------------|---|
| Doctorate | 0 |
| Masters | 2 |
| Graduate diploma etc.** | 2 |
| Bachelor Degree | 20 |
| Diploma | 0 |
| Certificate | 0 |

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate

Professional Development

The major professional development initiatives for 2021 were as follows:

- Religion planning support for teachers - BCEO using new template and Scope and Sequence.
- REAP course (to ensure all teachers are accredited to teach Religion)
- Implementation of the Excellent Learning and Teaching (ELT) project across the whole school.
- Workplace Health and Safety training.
- First Aid and CPR training.
- Feedback – Teacher to Teacher, Student to Teacher, Teacher to Student, Teacher to Parent
- Development of Staff - CTJ Moderation.
- Reading Data on the BI Tool.
- Writing PD.
- Differentiation PD.

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

| Description | % |
|---|-------|
| Staff attendance for permanent and temporary staff and school leaders | 94.6% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.5% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

| Description | % |
|---|-------|
| The overall attendance rate* for the students at this school | 92.4% |
| Attendance rate for Aboriginal and Torres Strait Islander students at this school | 89.2% |

| Average attendance rate per year level | | | |
|--|-------|------------------------|-------|
| Prep attendance rate | 92.5% | Year 4 attendance rate | 91.0% |
| Year 1 attendance rate | 93.1% | Year 5 attendance rate | 91.8% |
| Year 2 attendance rate | 93.8% | Year 6 attendance rate | 91.1% |
| Year 3 attendance rate | 93.2% | | |

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Our school, and by virtue of their employment, our teachers, are legally required to monitor and record attendance of students in their care twice on a daily basis, whether absent or present in class, on excursion or at a school-based activity.

Legal guardians of children have a legal obligation, as set out in the Education (General Provisions) Act 2006, to ensure a child is enrolled at and attends school.

Class rolls, whether electronic or paper based, can be required as evidence in court and assist in establishing that a school has met their common law duty of care to students. Attendance records are required as part of a school's Workplace Health and Safety requirements and can be a critical factor in identifying serious student protection concerns. In addition, student attendance records are used for student reporting, fee allocation and government reporting. St Mary's Catholic School policy states that parents will be contacted should there be any unexplained absences. Should these be frequent, a process of parent meetings with leadership and pastoral support to improve attendance, will be undertaken.

St Mary's Catholic Primary School has set a goal as part of our Annual Plan and in line with Brisbane Catholic Education, to improve our student attendance to 90% or more of our students attending 90% or more of the time. Attendance and non-attendance recording procedures are documented and have been shared with staff and the wider community and are referred to if concerns arise.

The school front office staff follow up on unnotified absences and has introduced a range of strategies to improve attendance. Staff members are aware of the link between attendance and student learning and the importance of students being at school, every day. The school is developing additional strategies, depending on the frequency of absenteeism, to more effectively address attendance, including case management, attendance incentives, sharing of absence data with parents, newsletter articles on the relationship between attendance and learning and regular reporting of year level data to students, staff and community.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the [My School](#) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

St Mary's Primary Maryborough - 2021 NAPLAN Results

| Year Level | Reading | Writing | Spelling | Grammar | Numeracy |
|--|---------|---------|----------|---------|----------|
| Year 3 Average at St Mary's | 415 | 418 | 387 | 415 | 376 |
| Year 3 Average at schools similar to St Mary's | 425 | 418 | 406 | 419 | 391 |
| Year 3 Australian Average | 438 | 425 | 421 | 433 | 403 |
| <hr/> | | | | | |
| Year 5 Average at St Mary's | 494 | 456 | 480 | 479 | 481 |
| Year 5 Average at schools similar to St Mary's | 505 | 473 | 496 | 495 | 491 |
| Year 5 Australian Average | 511 | 480 | 504 | 503 | 495 |