

2020

ANNUAL SCHOOL REPORT

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Together in Christ



St Mary's Primary School

2 Bayview Street, WARNERS BAY 2282

Principal: Liz Starling

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www.mn.catholic.edu.au

About this report

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 School 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.

Message from key groups in our community

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 playing areas undercover, 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 Stage 3, laptops are used on a 1:1 basis for all Year 5 and Year 6 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.

Liz Starling

Principal

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, as well as other 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.

Due to the Covid-19 pandemic we were unable to hold many of our annual events this year. The school was not permitted to have volunteers and visitors onto the school site for most of 2020. We promote our regular meetings and events via our school newsletters and are privileged that we always have the support of families to volunteer at our many events. Our regular meeting schedule was also interrupted by Covid-19. We were able to hold on site

meetings at the beginning and end of the year, with the opportunity for virtual meetings throughout the year. These were promoted via our school newsletters and on the Compass App.

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

Elita Grady

P&F President

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. Unfortunately, many of these events were cancelled in 2020 due to the Covid-19 pandemic. We are proud of our creative talents - our choirs, folk groups, guitar group, concert bands and rock band.

Our school excels at 21st century learning – we have robots, interactive whiteboards, data projectors, computers and iPads, and Stage 3 work on individual laptops. In 2020, we needed to learn from home for several weeks and technology, such as Microsoft Teams and a variety of learning apps and websites, were essential.

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 – new 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 celebrate Masses with our enthusiastic Parish Priest and 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 and Environmental Leaders.

School Leaders

School Features

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, 3 demountable rooms, 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.

Student Profile

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 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
204	187	43	391

* 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 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 2020 was 92.90%. 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
93.76	93.02	93.46	92.85	92.93	91.73	92.58

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	33
Number of full time teaching staff	14
Number of part time teaching staff	11
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 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 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 variety of professional learning opportunities including, but not limited to, Religious Education, School Culture, Professional Learning Communities, Professional Learning Teams, Visible Learning, Lyn Sharratt's Clarity 14 Parameters, Acadience Reading Assessment, Assessment Data Analysis, Assessment and Reporting, Gifted Education, English, Mathematics, STEM, Mindframes for Success, Learning Dispositions, Personal Development / Health / Physical Education, Flexible Learning Spaces, Programming, Differentiating the Curriculum to meet the needs of students, 21st Century Learning Design, Early Learning, Be You, You Can Do It!, Tell Them From Me, School Expectations and Consequences, WHS, Governance, Child Protection and Safeguarding, Emergency Care and CPR Training.

Catholic Identity and Mission

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 aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

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

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

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. This year, St Mary's celebrated 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 Brian Brock, enthusiastically celebrates Mass 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 Mass and Year 6 Graduation Liturgy. We held a number of special liturgies for events such as Catholic Schools Week, Welcome back from Learning From Home, Harmony Day, ANZAC Day, Remembrance Day, Mothers' and Fathers' Day. Due to the Covid-19 pandemic a number of these events were celebrated in classrooms or live streamed for parents and carers.

Children from Years 3-6 usually receive the Sacrament of Reconciliation at school, however this was interrupted by the pandemic. Unfortunately, children in Year 3 were also unable to receive the Sacraments of Confirmation and Eucharist this year.

In recent years we designed and established a special prayer garden to allow for quiet prayer and reflection. Last year we established a yarnning circle and bush tucker garden to enhance our connection with Aboriginal spirituality.

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. Staff members are involved as members of Liturgical teams, the Children's liturgy and liaison with St Vincent de Paul. Each Christmas the school assists St Vincent de Paul by donating food and gifts for the needy. A significant number of staff members are active worshipers 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.

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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

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, goal setting, and building and maintaining a growth mindset. We believe all students can and will learn. Staff 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 collaborated with Kim Moroney, Education Officer-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

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [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 at this link.

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 at this link.

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.

Last year, 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. Responsibility is promoted through our very successful Kindergarten and Year 6 Buddy Program.

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 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 weekly 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.

School Improvement

The School implements the systems 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 Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Our School Improvement goals for 2020 were:

CATHOLIC FORMATION AND MISSION - to ensure programs, policies and guidelines consistently articulate the school's Vision and Mission. We achieved this goal by revising our programs, policies and guidelines, and ensuring that our vision and mission are clearly articulated in these documents.

LEARNING - to engage in a collaborative approach to building confident, resilient learners. We achieved this goal by providing professional learning for teaching staff on Professional Learning Communities (PLCs), Professional Learning Teams (PLTs), The Learning Pit, Mindsets for Learning and Learning Dispositions. We had a fortnightly focus on building resilience skills, 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. We also continued our professional learning and implementation of Visible Learning, and best practice in Early Learning and Gifted Education. Student collaboration was addressed by staff and student learning on flexible learning spaces, and appropriate furniture was purchased for grades 4 to 6 to facilitate more collaboration between children.

LEADERSHIP - to continue to support the growth of teacher capability in the use of data to improve student learning and wellbeing. We achieved this goal by providing professional learning for the school Leadership Team on data collection and analysis to

improve student learning. All teaching staff then participated in training in these areas. This will be a continued focus next year.

WELLBEING AND PARTNERSHIPS - to ensure high quality, effective partnerships with local community groups. The Covid-19 pandemic limited our progress in this goal, as we were not permitted to engage with community groups. This goal will be continued in 2021.

Priority Key Improvements for Next Year

In 2021, the St Mary's community is committed to:

CATHOLIC FORMATION AND MISSION - ensuring the school's Vision and Mission are visible in our community.

LEARNING - building confident and persistent learners, with a focus on data to drive student achievement in Literacy.

LEADERSHIP - supporting teachers in utilising data to improve student learning and wellbeing.

WELLBEING AND PARTNERSHIPS - re-establishing effective partnerships with local community groups.

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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. 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.

We were commended on our ***'success in seeking a closer and more open relationship with the parent community as evidenced in the substantial participation rate of parents and the positivity of their responses'***, by the external review panel.

It was determined from these surveys that ***'strong parent, staff and student perceptions that the school community is working together to promote positive individual and collective relationships'***.

We were also congratulated on the ***'outstanding work in building parent relationships by welcoming and encouraging them to be part of the educational enterprise' and 'the obvious and overwhelming satisfaction of the parent community with regards to student welfare, learning and faith development'***.

Student satisfaction

Children in Years 2-6 were surveyed on their satisfaction with our school. Again, the results were overwhelmingly positive and indicated a very high level of student satisfaction.

Over 90% of students agreed and strongly agreed that St Mary's is:

- a good Catholic School;
- a safe, friendly and welcoming place;
- a place where I have friends and I like coming to;
- a school with good teachers.

The highest level of student satisfaction was in response to the question: *I believe that my teacher cares about my learning progress and expects me to do my best.*

Teacher satisfaction

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

100% of staff agreed or strongly agreed that our school:

- has a distinctive Catholic identity that supports and nurtures the spiritual and religious wellbeing of students and staff;
- provides the opportunity to celebrate through regular prayer, liturgy and Mass;
- caters for the learning needs of all students;
- provides a quality learning environment for its students; provides relevant feedback and information to parents/carers about their child's learning;
- uses assessment to inform learning;
- manages student behaviour well;
- keeps our students well informed about the school's safety procedures;
- is highly regarded in the community; maintains quality communication with parents/carers;
- encourages and values parents/carers being involved in the life of the school and;
- maintains quality links and involvement with the Parish and wider community.

Additional comments from staff in the survey were that St Mary's:

- has a strong leadership team;
- is a loving and caring environment;
- has a very strong relationship with our Parish;
- sees the wellbeing of the students and staff in our school as paramount;
- has a great staff who work hard for the good of the school;
- is a community of people that support each other in times of need and;
- is well known for academic and co-curricular excellence.

Financial Statement

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$3,297,359
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$956,843
Fees and Private Income ⁴	\$705,718
Interest Subsidy Grants	\$23,222
Other Capital Income ⁵	\$136,409
Total Income	\$5,119,551

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$2,453
Salaries and Related Expenses ⁷	\$3,331,583
Non-Salary Expenses ⁸	\$1,505,719
Total Expenditure	\$4,839,755

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 2020 REPORT