



St Mary's Catholic Primary School Rockhampton

2022 Annual School Report



Catholic Education
Diocese of Rockhampton

St Mary's Catholic Primary School, North Rockhampton

Catholic Education Diocese of Rockhampton

Principal

Simon Warren

Address

135 Nobbs Street
North Rockhampton Qld 4701

Total enrolments

352

Year levels offered

Prep to Year 6

Type of School:

Co-educational

School Overview

St Mary's Catholic Primary School North Rockhampton St Mary's Catholic Primary School North Rockhampton, founded by the Sisters of Mercy in 1900, maintains a strong and proud connection with our founding order. Our school motto 'To Love and Serve' is based on the Mercy charism and provides a living example of how we interact with each other as we build positive relationships, promote school and family partnerships, and ensure close ties with parishioners. We provide a nurturing, supportive, holistic, faith-based education for approximately 350 students from Prep to Year 6, and also provide programs for Outside School Hours and Vacation Care. As a result of a recent, significant building program, we have state of the art facilities designed to promote learning. Our classrooms have been created to ensure students and teachers have the resources and space they require to maximise learning outcomes. We take pride in our academic, cultural and sporting excellence as well as our students' continual and progressive learning gain. Our staff members are committed to providing the highest quality Catholic education. They dedicate themselves to working with students to achieve academic excellence and are skilled in designing learning for all students and fostering opportunities for all children to achieve to their full potential. Specialist teachers implement STEM, Languages (French), Music and Physical Education programs. Students can participate in instrumental music programs, interschool sport and community events. An essential aspect of student learning development is the relationship between school and home, and we welcome parental support and participation. Our school has a wonderful community atmosphere that is very welcoming of new families.

More information on our school can be accessed from myschool.edu.au

Curriculum Offerings

Distinctive Curriculum Offerings

Founded by the Sisters of Mercy in 1900, St Mary's Catholic Primary School maintains a connection with our founding order and highlights the Mercy charism as our religious character. St Mary's Catholic Primary School has fourteen classes from Prep to Year 6. Classes average 25 students. The school is organised so that classes of each year level are located together and closely work with each other. Shared lessons are not uncommon and consistent assessment processes are evident in each year level. Non-contact time is scheduled so that year level teachers are able to ensure consistent curriculum delivery across the year level. Specialist teachers are employed for the areas of Health and Physical Education, Science, Technology, Engineering and Maths and Cultural Days.

Extra Curricula Activities

All children participate weekly in the Junior (Prep – Year 2), Intermediate (Years 3 & 4) and Senior (Years 5 & 6) choir depending on their year level. Instrumental music tuition in guitar, woodwind, percussion, strings, brass, voice, keyboard, and piano is available for children from Prep to Year 6. Children from our Prep through to Year 6 represent our school in the local weekend touch football fixtures. Years 5 and 6 students participate in intraschool sports fixtures – soccer, hockey, rugby league, netball. Years 3 and 4 students participate in our intraschool sports fixtures Newcombe Ball, T Ball, basketball, Diamond Cricket, and netball. Our older students are involved in the annual Challenge Cup netball and rugby league competition with other Catholic schools in our Diocese. The Year 6 students attend a week-long camp in Term 1. Students also have opportunities to participate in school and community life: school chess competitions; interschool Maths Teams Challenge; University of New South Wales competitions in Mathematics, Science, Spelling, Writing and English. Several students participate in the Young Engineers program provided by Central Queensland University held outside of school hours. Throughout the year, the students are involved in a variety of cultural programs including Youth Touring Cultural performances, Life Education, the NAIDOC Week Mass and the ANZAC Day ceremonies, Grandparents Day, Under Eights Day, Mission fundraising for Caritas and the Catholic Missions and other various community charities. Each year, we Adopt-a-Family through St Vincent de Paul and provide Christmas hampers for them as well as supporting the 'Adopt a Student' program. During Catholic Education Week, families donate a school item to help disadvantaged children to succeed at school. Our Year 1 classes have a partnership with Leinster Place Aged Care.

How Information and Communication Technologies are used to assist learning

Teachers throughout our school use technology to enhance learning in different ways according to the age group of students with whom they are working. All classes have access to either interactive whiteboards or VIVIs, laptop computers, chromebooks, iPads, iPods and digital cameras that are used across key learning areas. Classes access on-line learning sites such as Reading Eggs, RAZ Reading, Sound Waves, iMaths, Maths Seeds, Study Ladder and See Saw from school and home. Probots and Beebots are used in basic coding. Teachers and students access digital libraries.

Social Climate

Strategies to Promote a Positive Culture

Emotional wellbeing and positive mindsets are priorities for the healthy development of our students. Our school counsellor is available to all students on-site and our behaviour management policy and approach is based on three tenets: Be Responsible, Be Respectful and Be Safe. Prayer and reflection are important aspects of our daily life with the whole school beginning the day with prayer before each break and at the end of the day. All classes take a short 'prayer break' at midday each day. Students are encouraged to pray before school on a weekly basis in church. Students attend weekly Mass with the parish on a regular basis. Families are supported when preparing their child for the celebration of the sacraments. When enrolling a student at St Mary's, it is hoped that the whole family feels a sense of belonging to this special community from the first day. Our community focusses weekly on a virtue based on the gospel for the week. This virtue helps the community to reflect daily on how we make Jesus present to others by our actions. The virtue of the week is also linked to relevant Catholic Social Teaching. Buddy programs between younger and older students and Peer Groups across all year levels are integrated into the life of the school promoting positive relationships between older and younger students and creating a family-like atmosphere. Awards, recognising the many positive attributes of students, are presented at weekly assemblies.

Cyber Safety and Anti-Bullying Strategies

Our school has implemented Diocesan Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues and invites educators from organisations such as Cybersmart to present to parents, carers, students, and teachers. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. The school community is kept up to date about developments in this area. Our School Board has reviewed our Behaviour Management program and written guidelines to support the Diocesan Anti-Bullying policy. The Child Safety Curriculum is implemented in all year levels during Term 2.

Strategies for involving parents in their child's education

The St Mary's community is open, welcoming, encouraging and accepting. Parents and carers experience a sense of belonging and being welcome. Parents are invited to become involved in their child's education through the following groups and activities: School Board and Parents and Friends Association, social gatherings such as our school discos, movie nights, P&F Welcome Dinner, Year 1 Nativity Play and Christmas concert, Mother's Day and Father's Day events, weekly liturgies and assemblies, sporting carnivals and coaching, classroom and excursion help, helpers and convenors for tuckshop and Breakfast Club, St Mary's Fair, parent education sessions offered by the school.

Reducing the school's environmental footprint

St Mary's has registered as an Earthsmart & Recycling Hero School and completes a waste audit annually with the assistance of the LGAQ Earthsmart representatives. As a result of these audits, a number of initiatives have been sustained of the last three years including: default print settings to optimize paper usage, recycling paper, paperless agendas and reports for as many meetings as possible, electronic distribution of the school newsletter and accounts, increased recycling in the staff room, classrooms and offices. We ask parents and carers to find more environmentally friendly ways to package lunches. Air conditioners have timers and are only used during the warmer months. To save energy, we have over 300 solar panels to help reduce our carbon footprint and improve our sustainable practices.

Characteristics of the Student Body

St Mary's is a school community of 355 students from 235 families who come from most areas of North Rockhampton, South Rockhampton, Yeppoon, Gracemere, along the Emu Park Road and Cawarral and from suburbs on the highway to the north. Located close to the business district of Rockhampton's Northside, St Mary's has a great reputation in the Rockhampton community, mostly from the word-of-mouth recommendations of parents and staff members. Many people comment on the positive, caring community feel of the school and the strong family atmosphere. We have many second and even third generation family members in our community. St Mary's has students from a range of cultural and language backgrounds. Countries represented include: the Philippines, Papua

New Guinea, USA, Brazil, New Zealand, England, Ireland, France, Sweden and Vietnam. Students who identify as Aboriginal and/or Torres Strait Islanders comprise 9% of our student population. In recent years, the annual turnover in our student population has remained below 5%. We have a waiting list for some year levels.

Average student attendance rate (%)

The average student attendance rate for 2022 was 91%.

Management of non-attendance

Parents are asked to contact the school providing reasons for non-attendance. An electronic roll is marked twice daily, and a text sent to families if unexplained absences are detected. Catholic Education 'Procedures for Managing School Attendance and Absenteeism' provide guidance in addressing instances where non-attendance becomes a concern.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30.00	22.00	0.00
Full-time equivalents	24.20	13.52	0.00

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	3.85%
Bachelor Degree	88.46%
Diploma	7.69%
Certificate	

Major Professional Development Initiatives

All our staff participate in induction and professional development for Student Protection and Workplace Health and Safety. Our teaching staff also participate in Professional Development (PD) for Religious Education, Bishop's Inservice Day and Curriculum. School supported PD has included anaphylaxis training, Teaching and Learning Framework, Google Classrooms, data analysis, Diagnostic Reading Assessment, Religious Education, Spelling and Word Study and the Maths Project. Education Support Officers have attended two days of professional development at a regional level and several school-based PD sessions. Inclusive Curriculum teachers attended an annual Learning Support Conference.

The percentage of teachers engaged in professional development was 100%.

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$41,200.

Average Staff Attendance and Retention

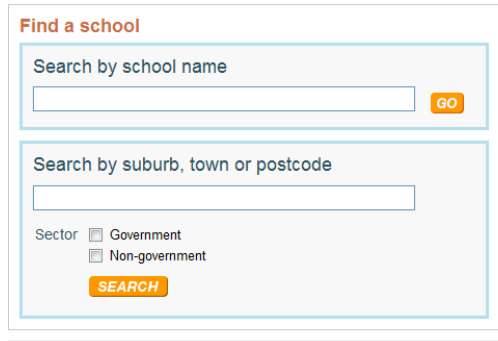
The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 92.66%.

Percentage of teaching staff retained from the previous school year was 96.77%.

School Income

<http://www.myschool.edu.au/>.

(The School information below is available on the My School website).



The screenshot shows a search interface titled "Find a school". It contains two search boxes: "Search by school name" with a "GO" button, and "Search by suburb, town or postcode" with a "SEARCH" button. Below the second search box, there are radio buttons for "Sector" with options "Government" and "Non-government".

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

Both anecdotal and statistical data from NAPLAN Year 3 & 5 tests support the notion that St Mary's is providing a sound education for students enrolled at the school. However, national testing is only a snapshot in the overall picture of holistic education and these results belong within a context. Some year levels will perform better than others due to the cohort of students coming through at that particular time. At St Mary's, we welcome all who seek a Catholic Education and its values, and therefore our students come from diverse backgrounds with a wide range of abilities. The social, physical, emotional, and spiritual dimensions of learning are as equally valued as the academic at our school as we challenge learners of all ages to be reflective and self-directed.

Strategic Improvement Progress and Next Steps

Strategic progress in 2022

- All teachers base their planning on the Big Ideas in Mathematics. Scope and Sequences were developed in partnership with the teachers. Consistent planning approaches across the school were evident.
- Promotion of wellbeing, safety, and positive relationships in a supportive, Catholic environment to assist all members of our community to reach their potential was evident.
- Review of our teaching and learning framework allowed the embedding of the charism of Catherine McAuley into school traditions and practices.
- Parent engagement was enhanced through various means of communication to support improvements in student learning.

Strategic Priorities for 2023

- A substantial number of books and resources have been purchased for Guided Reading as a priority for 2023. Education Support Officers and teachers will be upskilled in the process and protocols related to delivering meaningful interactions with texts.
- Continuation of the collection of data to monitor spelling skills progress.
- Continuation of the Numeracy Coach model.

- Professional Development opportunities provided to all staff in the area of the Maths Project.
- Development and implementation of a Behaviour Management Plan.
- Consolidation of Gospel/Virtue lessons and Mercy Traditions by the addition of Catholic Social Teaching to Gospel/Virtue program and extension of Mercy charism across the school year.
- Professional Development opportunities allowing for the development of knowledge and understanding of a wider range of religious traditions.

Parent, Teacher and Student Satisfaction

St Mary's Catholic Primary School has an excellent reputation within the community and, according to survey data, there is a high level of parent satisfaction. National School Improvement Tool feedback attained in 2017 and more recent survey data indicate an overall positive and affirming response to what we do on a daily basis and provided direction for the school development plans. Some of the summary recommendations were: 'the school has a very welcoming, supportive, harmonious and inclusive environment where respectful relationships are given a high priority; the religious curriculum is embedded in everyday activities in the classroom and wider school community; the teaching staff are very passionate about their roles and work well together in the best interests of the students.' Parent teacher interviews reflect this sense of satisfaction. Functions organised by the P&F are well attended by the parent body and school staff. As a result, the relationship between parents, students and staff is positive and constructive.