



Mary's Catholic Primary School

School Performance Information 2018 School Year

St Mary's Catholic Primary School is a co-educational school comprised of 250 students from 3 Years Old (3 years before Year 1) to Year 6, serving the Catholic parish community of Bunbury. St Mary's offers a holistic education, embracing the spiritual, intellectual, physical, social and emotional development of all students. The school caters for all students' individual needs, offering literacy and numeracy support across all years. The use of Information Technology is integrated into the learning process and social/emotional programs are in place to support the development of resiliency and interpersonal skills. An excellent Early Childhood Learning Centre operates for the pre-compulsory year of schooling with a 3 Year Old Program, Kindergarten (4 years old) and Pre-Primary (5 years old). Inter-house and inter-school competitions are held in athletics, swimming and winter sports, and students have the opportunity to participate in music and performing arts competitions, locally and in Perth. The parent community at St Mary's is very involved in supporting the staff and students. The model of education offered at St Mary's Catholic Primary School is founded on Gospel values and encourages students to aspire to our motto, Respect, Faith and Courage in all facets of their lives.

Teacher Standards and Qualifications

All teachers are TRBWA registered and fully qualified as teachers
3 teachers have a Master of Education degree, 5 year qualification
11 teachers have a Bachelor of Education degree or 4 year equivalent qualification.
1 teacher has a Diploma of Teaching, 3 year qualification.

Workforce Composition

	Teaching	Non-Teaching
Male	3	2
Female	13	11

There are no indigenous staff members.

Student Attendance at School

Student Attendance 2018	
Pre-Primary	93%
Year 1	93%
Year 2	93%
Year 3	91%
Year 4	96%
Year 5	93%
Year 6	96%
Total Attendance	93%

Year Level Attendance Rate

Attendance is recorded in each class twice a day. Any nonattendance must be advised via written note to the teacher and recorded in the online attendance register. Absences, other than for illness or accident, are discouraged and must be reasonably explained.

NAPLAN Information

For this information, please view the ACARA MySchool website at <http://www.myschool.edu.au>

Parent, Student and Teacher Satisfaction

During enrolment interviews, parent teacher meetings and in general conversations, the majority of parents express a high level of satisfaction with the school, commenting favourably on the school culture where high expectations re student work habits, performance and behaviour are promoted. Parents identified that development of the whole child, being known well and as an individual, student safety, development of social skills and connectedness to peers are strong aspects of the school culture. Parents also commented positively on the dedication of staff and how well their children are known as individuals. The supportive, welcoming and inclusive parent community is a strong aspect of the school culture. Favourable comment on the presentation of the school and how well it is maintained is also given. St Mary's continues to maintain very close to maximum enrolment.

A high level of parental support and connectedness to the school is evident in the attendance numbers at meetings, prayer assemblies, Masses, social gatherings, Open Night, Concert, etc. and in assistance provided as helpers in the classrooms, with support programs, at sporting events, in the Canteen and with P&F fundraising and friend-raising projects.

Parents at St Mary's have said that they feel that the school is focused on improvement and that they are encouraged and have an opportunity to make a contribution to school life. Parents believe that their children's homework aids their learning and teaches organisational skills. They also believe that the educational programs of the school address the needs of their children and that their children were prepared and supported during their transition to the next stage of the schooling.

Parents recognise that teachers are passionate about their work and that they deliver classes that are interesting and challenging for their child. Parents see their children looking forward to and enjoying the learning they do at school. They feel their child has positive relationships with their peers.

Parents feel the school provided many opportunities for their child to practise the Catholic faith. The school encourages acts of compassion and there is a strong focus on social justice activities. However, the importance parents place on having their child attend a Catholic school is somewhat low. Students appear positive, relaxed and happy at school, displaying resiliency and responsibility. Students express that teachers expect them to do their best work at all times, to behave in a caring and respectful manner to others and to play fairly and

include others. Opportunities are in place for them to express concerns and have these addressed, such as by using a class community circles and by informing their teachers, who make themselves readily available. A high level of staff satisfaction is evident in the compliments of departing staff and the low staff turnover rate. Satisfaction of staff is indicated by informal measures involved in staff meetings, social interactions and at individual meetings. Staff rate student behaviour highly. Staff also appreciate the support they receive from parents. The school does not experience difficulty with recruitment of suitably qualified staff.

Post-School Destinations

27 Year 6 students went to Bunbury Catholic College, Marist Campus

2 students went to Bunbury Senior High School

1 student went to Bunbury Catholic College, Mercy Campus

1 student went to Bunbury Cathedral Grammar

School Income

For this information, please view the ACARA MySchool website at

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

Progress Made on Annual School Plan

Early intervention was a major focus in 2018 with the establishment of a teacher directed Literacy support program put in place to support children in Pre-Primary. Staff were trained to offer Mini Lit in small groups of children at risk in Year 1 and 2.

Teachers adopted ways of recognising prior learning and they used that information to direct student learning. There was a much greater emphasis placed on differentiation.

St Mary's continued with its Explicit Teaching approach across all year levels which has been a key driver in student achievement in recent years.