

SCHOOL PERFORMANCE DATA

2018



Mary's Mount Primary School

Gooseberry Hill

Dear members of the Mary's Mount School Community,

The Australian Government's accountability regulations require schools to report information on certain aspects of performance to their community.

This is an annual report for the previous year, 2018, and it is made available to all members of our school community.

SCHOOL STATEMENT

Mary's Mount Primary School is a Catholic school which was established in 1921 and is located in Gooseberry Hill. Mary's Mount Primary School was originally opened as a Boy's College and Boarding School. The school was run by the Order of the Sisters of St Joseph of the Apparition. During 1971 the school became a co-educational double stream school. At present the school is single stream catering for children from 3 Year Old Kindergarten to Year 6. The total number of students from 3K – Year 6 is 257. However, enrolment from (4K – 6) is 238 students with a staff of 27. The breakup of male/female from 4K - Year 6 for 2018 was 130 males and 108 females.

The school offers a strong and excellent pre-kindergarten program as a service for the community. Mary's Mount Primary School acknowledges and values the strong sense of community within the school. There is a wide curriculum and co-curricular program with an emphasis on Literacy and Numeracy.

Mary's Mount Primary School is a Christian faith based community pursuing the ideals of Truth, Trust and Gospel values within the framework of the Catholic ethos. In keeping with the tradition begun by the Sisters of Saint Joseph of the Apparition, Mary's Mount Primary School is committed to providing a quality education for the whole person within a Catholic community.

The foundations and pillars upon which our school is built are:

- **Christ**
- **Wisdom**
- **Community**
- **Tradition**
- **Responsibility**

The Parents and Friends Committee has also been an integral part in creating our positive community atmosphere within the school. As Principal, I am very proud and fortunate to have such a hard working School Board working cooperatively with the P&F for the betterment of the school and its students. The time and commitment that these people give for the school is to be commended. The school also has continued to keep a very strong bond and great working relationship with the Parish. Our Parish Priest is present in the school on a weekly basis and this benefits the students, staff and parents. It is imperative that these relationships are maintained within the school.

TEACHER QUALIFICATIONS 2018

Teacher qualifications for teaching staff at Mary's Mount Primary School are as follows:

- 3 Masters of Education
- 13 Bachelor of Education

WORKFORCE COMPOSITION 2018

Teaching Staff: non indigenous	16
Teaching Staff: indigenous	0
Non-teaching Staff: non-indigenous	11
Non-teaching Staff: indigenous	0
Total	27

Teaching Staff: Male	3
Teaching Staff: Female	13
Non-teaching Staff: Male	1
Non-teaching Staff: Female	10
Total	27

STUDENT ATTENDANCE 2018

An average of 93% of students attended school each day in 2018 as a whole.

The break up for individual classes was as follows:

Pre Pry - 92%	Year 1 - 94%	Year 2 – 93%	Year 3 – 93%
Year 4 – 92%	Year 5 – 95%	Year 6 – 93%	

When students are absent from school, parents are required to inform the school of the absenteeism. This is done either by phone call, email or verbally. If this is not done teachers, inform the administration staff who will then follow-up with individual families, by phone call, email or text to confirm absenteeism. This is carried out every day that a child is absent from school without notification.

Teachers will then follow-up with individual families, on the child's return to school, requesting a signed note explaining the absenteeism.

NAPLAN INFORMATION 2018

Year group 2018	NAPLAN Test	Percentage of students at and above minimum standard 2018
3	<i>Numeracy</i>	100%
	<i>Reading</i>	97%
	<i>Spelling</i>	100%
	<i>Grammar/Punctuation</i>	100%
	<i>Writing</i>	100%
5	<i>Numeracy</i>	100%
	<i>Reading</i>	91%
	<i>Spelling</i>	97%
	<i>Grammar/Punctuation</i>	94%
	<i>Writing</i>	100%

PARENT, STUDENT AND STAFF SATISFACTION

Throughout the 2018 school year, feedback from parents was generated via P&F meetings, enrolment interviews with sibling families and general discussions with parents a major school events and gatherings.

Some of the feedback that was received was that families felt warmly welcomed into the school and that the school is a friendly and safe place for their children. They mentioned that their children looked forward to coming to school. Verbal focus on school values at assemblies and parent/teacher meetings, and a major focus on Christ and Christian values in the school was also very evident.

The Pastoral Care of all stakeholders was also seen as big focus across all classes and school.

Parents also mentioned how impressed they were at how well resourced the school was and that their children were fortunate to have these accessible resources. The refurbishing of the Art room and Music Room were some examples.

A significant strength in the school was the openness and warmth of the staff. They felt that it was a pleasant experience to be able to help in classrooms and within other areas in the school. Parents said that they love the energy of the teachers, 'they always seem happy and seem to get on well with each other'.

They also felt that communication within the whole school was excellent and found they were always informed of what was going on in and around the school as well as

being updated regularly on the progress related to their own child. Class Blogs were a very popular mean of communication. Communication from last year improved in the sense that various notices were addressed to the appropriate class parents.

Parents felt that the educational program in the school met the needs of their children. With the normal curriculum being implemented in the school, parents reported that the academic enrichment program within the school and the learning support programs also catered for various students' needs. Excellent learning programs in the ECE area were a strength, however, with this there seems to be a discrepancy in the demeanor and interaction types from the 4K and PP teachers. Parents felt that there was a huge emphasis on learning in the school and they were pleased with the overall focus on their child's academic progress. The network relationship with Mazenod College was seen as a big area of strength. These Tuesday morning tuition sessions are invaluable to some of our students.

Further feedback given was related to the 'community' aspect of the school. It was reported in numerous feedback that the community feel within the school was very strong. The involvement of parents and friends in Busy Bees throughout the year was evidence of this as well as the active participation of the school community members in the continued development of the first stage of the Nature Playground.

It was felt that there was an abundance of opportunities for community building via events such as: Breakfast in the park, Mad Dads, Open nights and Art Show, Mini Fete. Mother's day pamper days...etc. In addition to the community feel in the school, parents also felt strongly that it was important to have a Catholic education for their children. While on this topic, the Sacramental Parent Workshops continued to receive excellent comments from parents. In particular, parents greatly enjoyed having Fr. Greg Donovan as our facilitator and have found great value in his input and shared knowledge.

Staff gave feedback at PLCs, 10 Minute Interviews, Staff Growth and Development meetings and at Teacher/Leadership team meetings.

Most staff consistently mentioned that the culture of the school is very evident and strong.

Those staff members involved in the school's Professional Growth and Development Process commented that this was a good tool for authentic insights in their own practice and professionalism and gave honest feedback about themselves as practitioners. It allowed them to set goals for their personal development and grow as professionals. Professional Development offered to staff was also seen as relevant to what was being done in class.

Staff described Mary's Mount Primary School as a supportive and happy work environment. The school leadership team were seen to be very approachable and had an open door policy. Staff said that they felt listened to especially when they had approached the school leaders about particular issues or concerns. Some staff also mentioned that it was good to see the leadership team acknowledging those who above and beyond the call of duty.

New staff said that they felt very comfortable and settled in their new workplace. The support they have received by all staff has been tremendous.

Staff also felt happy coming to work. They mentioned that they felt communal support and a high level of pastoral interaction amongst all colleagues. There was strong collaboration and communication between staff members in general. Some said that it was encouraging to share voice in meetings and PLCs. Working relationships especially between Educational Assistants and teachers was seen as a great strength. Great two-way dialogue.

A random number of students were interviewed on how they felt about the school and what recommendations they would have for us as a school. They mentioned that they felt very safe at school and said that they trusted their teachers. They also mentioned that if they need help or need to talk to a teacher they were not afraid to come up and see a teacher. They know that teachers care for them.

They said that their teachers challenged them and they stated that was a positive aspect. Students said that wherever a student was in their education there was always a support program to help them, extension program to push students and other support programs for those who needed extra help. It was also mentioned that the teachers encouraged the students in their work and were very positive towards them and their efforts. The feedback given by students was that the teachers in general respected them.

The students also mentioned that the school had very good facilities (indoors and out), and resources for them like the Art room, Music Room Learning Hub and Library. They particularly love the 1:1 i-Pad program.

Again this year both the Year 5 and 6 classes mentioned that they enjoyed their camps:

- Busselton (Yr. 5)
- Canberra/Sydney (Yr. 6). The Year 6 students commented how lucky they were to have this experience and also presented a lengthy presentation to the school community on their experiences.

Students mentioned that they also liked the single stream school and in particular pointed out that all students, regardless of year level knew each other well and had opportunities to interact with children of other grades. They felt that because of this we had a strong community. They love the buddy system. They also enjoyed the responsibility of their on-going leadership roles as well as overseeing the Waste Wise Program (Green Team) and saw this as a prominent element of their leadership responsibilities. Being an environmentally friendly school was important to the students.

Lastly the students mentioned that they enjoyed attending a Catholic school as it taught them about Jesus and at the same time good values. They also liked the rich history that the school has and some are looking forward to the 100th year celebrations in 2021.

SCHOOL INCOME

<https://www.myschool.edu.au/school/48896>

ANNUAL SCHOOL IMPROVEMENT

In 2018, we believe we made some great gains with our Annual School Improvement Plan, (ASIP).

Our staff continued to acquire and reinforce a good understanding of student engagement by analysing data that allows them to provide consistent and prompt feedback to their students. The ICT program goals were reinforced and followed up from 2017 Annual School Improvement Plan so as to enhance staff confidence and knowledge.

With ongoing whole staff professional development, staff fully implemented the explicit teaching initiative in the areas of literacy and numeracy. This consisted of the inclusion of warm-ups, learning intentions and success criteria across all classes. We aimed to improve student Church etiquette to provide a deeper teacher understanding and knowledge on various parts of the Mass, Church history and Liturgical preparation. This was successful, however will continue to be an on-going goal for the following year, 2019.

POST SCHOOL DESTINATIONS

Students from Mary's Mount Primary School from 2018 progressed to the following destinations/schools:

Chisholm	1
Kalamunda SHS	1
La Salle	2
Lesmurdie SHS	3
Mazenod	16
Mercedes	2
St Brigid's College	5
Trinity	2

