

SCHOOL PERFORMANCE DATA

2020



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, 2020, 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 255. However, enrolment from (4K – 6) is 239 students with a staff of 30. The breakup of male/female from 4K - Year 6 for 2019 was 122 males and 117 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 Advisory Council 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 2020

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

- 3 Masters of Education
- 13 Bachelor of Education

WORKFORCE COMPOSITION 2020

Teaching Staff: non indigenous	16
Teaching Staff: indigenous	0
Non-teaching Staff: non-indigenous	14
Non-teaching Staff: indigenous	0
Total	30

Teaching Staff: Male	3
Teaching Staff: Female	13
Non-teaching Staff: Male	2
Non-teaching Staff: Female	12
Total	

STUDENT ATTENDANCE 2020

An average of 93.18% of students attended school each day in 2020 as a whole.

The break up for individual classes was as follows:

Pre Pry - 86%	Year 1 - 93%	Year 2 – 94%	Year 3 – 94%
Year 4 – 95%	Year 5 – 95%	Year 6 – 94%	

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 2020

Due to the COVID-19 pandemic, NAPLAN assessments were not administered in 2020, therefore no data is presented for 2020.

PARENT, STUDENT AND STAFF SATISFACTION

Throughout the 2020 school year, feedback from parents was generated via P&F meetings, enrolment interviews with sibling families and general discussions with parents at major school events and gatherings.

Feedback, that families felt warmly welcomed into the school and that the school is a friendly and safe place for their children, was a consistent thread. It was pleasing to hear this feedback as it was also mentioned last year.

Parents felt that having their child attend a Catholic School is important to them, and that the students behave in a slightly more Catholic manner than parents. Connectedness to peers and school were strong areas. Community engagement was also rated highly by parents.

Communication was an area that the parents were satisfied with. Newsletters (school and class), SMS, phone calls, emails, class blogs and other means are all examples of the school's communication means. Parents felt that they were kept well and truly updated with what was happening in the school.

The parents have also said that they feel the school has a great parental involvement within the school with the P&F, busy bees and functions throughout the year. The P&F do an outstanding job at maintaining our strong community culture and our parent body certainly support our P&F in many ways throughout the year. It was felt that a significant strength in the school was the openness and warmth of all stakeholders.

Parents 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, Music Room and Administration area were some examples along with the refurbishment of the classrooms with contemporary furniture.

Many comments were made in regards to how fortunate we were to have so many amazing teachers in the school to educate and look after their children. They mentioned that their children looked forward to coming to school. Many parents recognized and acknowledged the hard work of our staff.

It was also seen that the relationship between the school and parish was strong and the presence of Father Suresh within the school enriched their children's lives. Sacramental programs were also highlighted as an exceptional form of parent education and faith development.

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.

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 evident and strong.

Staff have shown that morale is high in this school and that they enjoy working together as a team at Mary's Mount Primary School. Staff have commented on receiving good honest feedback from their peers and administration when observing classrooms or being part of the school's professional growth and development process. Staff describe Mary's Mount Primary School as a supportive and happy work environment. Staff have also mentioned that they feel that they could work harder at building partnerships with the school's parent community. The Staff feel confident to approach the school Leadership Team and also said that the leaders in the school show empathy and understand their needs.

New staff to Mary's Mount Primary School said that they felt 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 shared 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 from Years 3 – 4 on how they felt about the school and what recommendations they would have for us as a school. All students mentioned that that 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.

Students feel that they have a strong connectedness to this school. They felt that the school offered them very good support in all areas. Well-being and educationally. "There are lots of support programs for the kids and we can talk to any adult if we need to". "All teachers are happy to listen to us if we have a problem".

Students mentioned that the teachers encouraged them with their work and were very positive towards them and their efforts. The feedback given by students was that the teachers in general respected them.

They love the buddy system between classes. As mentioned last year they 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.

As is the case each year, our Year 5 and 6 students commented that they thoroughly enjoyed their respective camps:

- Busselton (Yr. 5)
- Fairbridge, Pinjarra (Yr. 6)

SCHOOL INCOME

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

www.myschool.edu.au

ANNUAL SCHOOL IMPROVEMENT

In 2020, we believe we made some great gains with our Annual School Improvement Plan, (ASIP).

The implementation of Talk 4 Writing has been a very successful initiative implemented into the school. Student work in this area has shown a great improvement, especially with our non-motivated writers.

Staff also continued with implementing the explicit teaching initiative in the areas of literacy and numeracy - (warm-ups). This consisted of the inclusion of warm-ups, learning intentions and success criteria across all classes.

Working on our National Quality Standards we have also commenced to look at the physical furniture upgrade in classrooms to allow for varied learning spaces. This was commenced and will be staged over the next few years.

As part of our Evangelisation Plan, focus was placed on student understanding of mass etiquette and behaviour displayed at all school masses. We felt that this was successful, with noticeable improvement in behaviour at masses throughout the year. By the end of 2020 our goal was to increase in parent and child attendance across all sacramental workshops. The sacramental workshops were well attended by parents and students from the school and parish. There was a visible increase in their interaction and engagement with the content and activities that were planned.

Our Aboriginal Education Plan focus was to enhance links with the Aboriginal community and organisations. In 2020, we utilised the Tucker Bush program at Mary's Mount Primary School. Our goals with the program were to engage professionally with local Aboriginal community members and organisations. Our staff were able to broaden their knowledge and improve their practices in Aboriginal education by participating in the program. The Tucker Bush program also established an edible bush tucker garden in the school and this will be maintained and extended into other garden areas within the school.

POST SCHOOL DESTINATIONS

Students from Mary's Mount Primary School from 2020 progressed to the following destinations/schools:

ACT	1
Darling Range Sports College	1
Kalamunda Senior School	2
Kalamunda SHS School Education Support Centre	2
La Salle College	1
Mazenod College	19
Mercedes	1
St Brigid's College	3

