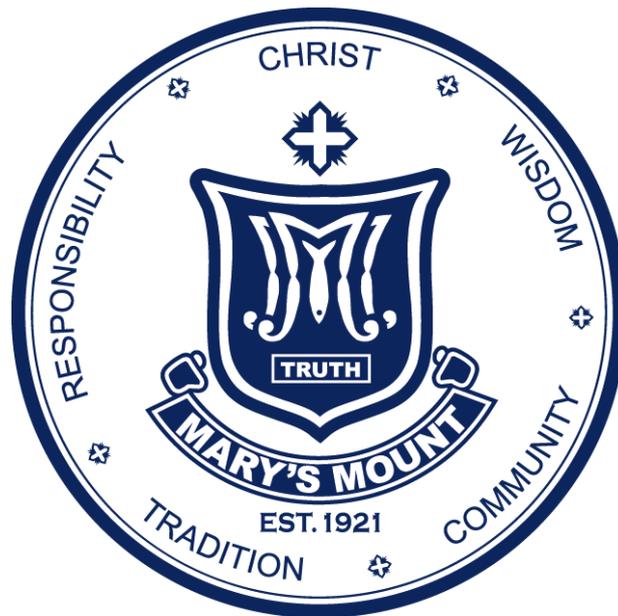


SCHOOL PERFORMANCE DATA

2021



**Mary's Mount Primary
School**

Gooseberry Hill

INTRODUCTION

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 report is a government requirement and provides information about the school's activities and performance for the 2021 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2022. The school's website contains many relevant documents that will provide additional information for parents.

CONTEXTUAL INFORMATION

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 251. However, enrolment from (4K – 6) is 234 students with a staff of 31. The breakup of male/female from 4K - Year 6 for 2020 was 118 males and 116 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**

Mary's Mount Primary School Vision

Catholic Identity

Mary's Mount Primary School provides a Christ centred and child focused education. We are guided by and give witness to Gospel values embedded in the traditions of St Emilie de Vialar. Together we build on the wisdom of our patron saint to grow in our knowledge of Christ's teaching. Our evangelisation mission is to inspire, support and provide all members of our community, opportunities to develop a deeper relationship with God.

Education

Our school is committed to a holistic education that promotes and celebrates learning. We create and provide unique and diverse opportunities for children to become confident and creative individuals, equipped with the skills and knowledge necessary for the everchanging world in an authentic, nurturing, safe and challenging environment.

Community

Grounded by our Catholic identity, Mary's Mount Primary School acknowledges the role of families as the first educators of their child. In partnership with the parish and the wider community, we come together to support each other through strong, inclusive relationships.

Stewardship

MMPS provides a welcoming and safe environment where all community members wellbeing and sense of belonging is developed and nurtured. As a Catholic, Earth Care school our community is committed to stewardship for all, caring responsibly for God's creation and resources. We maintain MMPS as a thriving community.

The Parents and Friends Committee has also been an integral part in creating our positive community atmosphere within the school. As Principal, I am 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 STANDARDS AND QUALIFICATIONS 2021

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

Qualification	Number
Master of Leadership and Management	2
Master of Religious Education	1
Bach of Arts Education	4
Bach of Arts Early Childhood	3
Bach of Education Primary	5
Graduate Diploma of Education	1
Diploma in Education	1
Cert 111 Teachers Aid	2
Cert 1V Education Assistant	0
Cert 1V Special Needs	3
Bach of Commerce	1

Diploma in Management	1
Bach of Arts Physical Education	1
Cert 1V Special Needs Early Childhood	1

WORKFORCE COMPOSITION 2021

Teaching Staff: nonindigenous	11
Teaching Staff: indigenous	0
Non-teaching Staff: nonindigenous	12
Non-teaching Staff: indigenous	0
Total	31

Teaching Staff male	2
Teaching Staff Female	15
Non-teaching Staff: Male	2
Non-teaching Staff: Female	12
Total	31

STUDENT ATTENDANCE 2021

Year Group	Class Numbers	Attendance Rate
PP	29	93.04%
Year 1	25	91.22%
Year 2	31	93.41%
Year 3	30	93.69%
Year 4	30	94.21%
Year 5	30	93.66%
Year 6	31	94.05%

Total percentage of student attendance: 93.22%

Attendance and Non-attendance procedures

- It is the parent's responsibility to notify the school prior to the commencement of the school day if their child will be absent from school, by phoning the dedicated school absentee line.
- Administration staff check absentee phone line messages and adjust status on SEQTA of absent children whose parents have phoned in (e.g. "unresolved" 8:30am – 15:00pm if child is away for full day sick).
- Classroom teachers are required to mark morning and afternoon rolls on SEQTA in a timely fashion. Morning roll to be marked no later than 9:00am Afternoon roll to be marked no later than 1:45pm
- Once all class morning rolls have been marked, administrative staff send out an absentee SMS to relevant parents/guardians, and adjust child's attendance status accordingly when parents phone the school (e.g. change status from absent to "unresolved" absence), usually by about 9:30am.
- Parents of students who arrive or depart outside normal school hours, sign students in or out at reception.
- When advance written notice is received of a child's future absence (for family holiday etc), administrative staff note this on SEQTA as an "approved absence." If the period of absence is expected to exceed a few days, the principal and specialist teachers are also informed.
- Absentee follow up letters are sent home via class teachers. Parents are required to provide a written explanation for the child's absence. Administration then adjust the child's attendance status on SEQTA as each absence is resolved.
- When a child's absences exceed 14 half days within one term, a letter is sent home to parents from the principal, informing them of their child's attendance rate.

NAPLAN INFORMATION 2021

National Assessment Plan for Literacy and Numeracy (NAPLAN) results in 2021 were:

YEAR THREE	Mary's Mount Mean	All Australian School Mean
READING	452	437
WRITING	435	425
SPELLING	405	421
GRAMMAR & PUNCTUATION	431	433
NUMERACY	401	403

YEAR FIVE	Mary's Mount Mean	All Australian School Mean
READING	546	512
WRITING	520	480
SPELLING	521	505
GRAMMAR & PUNCTUATION	527	503
NUMERACY	519	495

PARENT, STUDENT AND STAFF SATISFACTION

Community Satisfaction Surveys are completed every two years. A summary of the 2021 school climate data is provided below. As a general guide, an average item mean above 4.0 is considered a strength, mean scores between 4.0 and 3.5 should be monitored and any below 3.5 should be actioned.

Students

According to the results from the *What's Happening in This School? (WHITS)* survey, the average item mean for all positively worded scales was above 4 (*Catholic Identity, Teacher Support, Peer Connectedness, School Connectedness, Rule Clarity, Reporting and Seeking Help, Support for Learning, Expectations for Success, moral identity, resilience, and Wellbeing*). The highest scores were Reporting and Seeking Help (4.53), Rule Clarity (4.5), Moral Identity (4.5) and Expectations for Success (4.5). The greatest opportunity for improvement was Peer Connectedness (4.14), Resilience and Wellbeing (4.08) which will be included as an area of focus.

The average item mean for the two negatively worded scales (ie the lower the score the more positive the result) was: Unproductive Behaviours (e.g teasing) (1.9 - keeping in mind that someone who reported never having experienced teasing, for example, would report a score of 1) and Disruptive Behaviours (3.28). This last scale will be our focus for the future.

Parents

According to the results of the Parent and Caregiver Voice (PaCS) survey, the Catholic Identity scale and all scales under the 'Child's Experience' section (Dealing with Student Behaviour, Staff support, Stimulating and Challenging Environment, and Satisfaction with Child's Progress) had an average item mean above 4 (out of 5). A mean above 4 indicates that the majority of parents responded positively with 'often' or 'almost always' with the most common response being 'almost always' (5). The highest score of these scales was Staff Support (4.65) and the greatest opportunity for improvement was Stimulating and Challenging Environment (4.28). All scales under the 'Parent's Experience' section (Welcoming School, Affirming Diversity, Communication, and Satisfaction with the School) scored above 4. The highest of these scales was Communication (4.55).

Staff

According to the results from the staff voice survey (School Organisational Climate Survey, SOCS-S), staff responses suggested that staff have positive perceptions about their workplace. Overall scores included Job Satisfaction (4.15), Job Efficacy (4.58), Collective Efficacy (4.56) and Overall Wellbeing (3.62).

SCHOOL FINANCIAL DATA

The My School website can be accessed to view the school's breakdown of income. The link to the website is:

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

In 2021, we believe we made some great gains with our Catholic School Improvement Plan, (CSIP).

Throughout 2021 we developed our schools' vision for learning and belief statements.

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CATHOLIC IDENTITY

We believe:

- God loves and welcomes all,
- In living the Gospel values.

EDUCATION

We believe:

- All children can learn,
- Children are our future,
- Children are capable,
- Children have agency
- In high expectations

COMMUNITY

We believe:

- In inclusivity
- In authentic working relationships
- In the importance of maintaining and strengthening community bonds.

STEWARDSHIP

We believe:

- In the dignity of all,
- Wellbeing is the precondition to learning
- In the responsible use of resources.

School Improvement Plan 2021

1. Catholic Identity

By the end of 2021 we have seen an increase in attendance at parental sacramental workshops and improved partnerships with Parish.

Success Indicators

- Improved attendance at all Sacramental workshops
- Sister Catherine Warner supporting and running workshops with staff and students
- Very close to 100% attendance by students and families
- Commencement of termly Community Masses held at Holy Family Parish and run by MMPS classes
- Meeting with Parish prior to commencement of school year
- Development of the Sacred Space

2. Education

Grammar and Punctuation

By the end of 2021 we will expect to see growth of 0.4 per school year in this area.

Success Indicators

- Developed Scope and Sequence
- Interviewed students about learnings in grammar and punctuation – Educators reviewed this data
- Analysed pre- and post-PAT data
- Deanna Sutherland supported staff with implementation of Grammar and Punctuation focus
- Teaching Sprints were focused on this goal
- Reviewed data on PLC on ‘How do the educators teach Grammar and Punctuation’

Partnerships -school and parish to enhance links with Aboriginal community

Success Indicators

- Students learnt Aboriginal songs – Wanjoo- ‘The Welcome Song’
- Acknowledge of Country Song included in assemblies and special events
- TLEO supporting classes and Aboriginal events such as ‘Sorry Day’
- Development of the Harmony Garden

- Grant approved for Harmony Garden Water Tank Aboriginal artwork involving Year 6 students
- Developed visual display within the school focusing on Aboriginal seasons and word of the week

3. Community

By the end of 2021 students will demonstrate the ability to use tools to manage emotions and conflict. Educators will demonstrate effective preventative behaviour management strategies

Success Indicators

- Implementation of Highway Heroes Program
- Training for staff
- Parent/Guardians Parent Information Session
- Launched Program in Term 2 and reviewed in Term 4
- Pre and post survey with students about units of work and the impact the module had on their Social Highway in the playground and ability to use toolkit to solve problems
- Supporting staff with integration of program
- Getting feedback through student voice and the development of a student feedback video – ‘How has Highway Heroes helped you?’

POST SCHOOL DESTINATIONS

Students from Mary’s Mount Primary School from 2021 progressed to the following destinations/schools:

Carmel Adventist College	1
Kalamunda Senior School	1
La Salle College	2
Lesmurdie SHS	4
Mazenod College	10
Mercedes	4
St Brigid's College	7
St Norbet College	1
Trinity College	1

Mrs Emma Bell

Principal, Mary’s Mount Primary School