

SCHOOL PERFORMANCE DATA

2022



**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 2022 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2023. The school's website contains many relevant documents that will provide additional information for parents.

CONTEXTUAL INFORMATION

Mary's Mount Primary School, located in Gooseberry Hill, is a Catholic educational institution founded in 1921. Initially established as a Boy's College and Boarding School under the supervision of the Order of the Sisters of St Joseph of the Apparition, the school transitioned into a co-educational double stream school in 1971. Currently, the school follows a single stream structure, offering education from 3-Year-Old Kindergarten to Year 6, accommodating a total of 243 students. Specifically, there are 231 students enrolled in grades 4K-6, supported by a staff of 34. The gender distribution in this age group for 2022 was 120 males and 111 females.

In addition to its academic offerings, Mary's Mount Primary School provides a robust pre-kindergarten program as a community service. The school highly values and recognises the strong sense of community fostered within its premises. Its comprehensive curriculum and co-curricular activities place a significant emphasis on promoting literacy and numeracy skills.

Mary's Mount Primary School is a Christian faith-based community dedicated to upholding the values of Truth, Trust, and Gospel teachings within the Catholic ethos. Inspired by the Sisters of Saint Joseph of the Apparition, the school remains committed to delivering a high-quality education that nurtures the holistic development of each individual within the framework of 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 Emile 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 played a vital role in fostering a positive community atmosphere within our school. As the Principal, I feel proud and fortunate to have a dedicated School Advisory Council working in harmony with the P&F to improve the school and support its students. The time and dedication these individuals invest in the school are praiseworthy. Additionally, the school maintains a strong and mutually beneficial connection with the Parish. Our Parish Priest regularly visits the school, benefiting students, staff, and parents alike. It is crucial to uphold and nurture these relationships within our school community.

TEACHER STANDARDS AND QUALIFICATIONS 2022

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	11
Bach of Arts Early Childhood	3
Graduate Diploma of Education	1
Diploma in Education	1
Cert 111 Teachers Aid	2
Cert 1V Education Assistant	2
Cert 1V Special Needs	2
Bach of Commerce	1
Bachelor of Social Work	1
Diploma in Management	1
Bach of Arts Physical Education	1

WORKFORCE COMPOSITION 2022

Teaching Staff: nonindigenous	18
Teaching Staff: indigenous	0

Non-teaching Staff: nonindigenous	16
Non-teaching Staff: indigenous	0
Total	34

Teaching Staff male	3
Teaching Staff Female	15
Non-teaching Staff: Male	1
Non-teaching Staff: Female	15
Total	34

STUDENT ATTENDANCE 2022

Year Group	Class Numbers	Attendance Rate
PP	29	90.36%
Year 1	30	89.99%
Year 2	23	88.57%
Year 3	33	90.36%
Year 4	29	88.73%
Year 5	30	90.57%
Year 6	30	90.00%

Total percentage of student attendance: 89.80%

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" 8:50am – 15:10pm 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 9:15am 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 10:00am.

- 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 2022

National Assessment Plan for Literacy and Numeracy (NAPLAN) results in 2022 were:

YEAR THREE	Mary's Mount PS Mean	All Australian School Mean	%age students AT or ABOVE min standard
READING	450	439	100%
WRITING	418	423	96%
SPELLING	395	418	94%
GRAMMAR & PUNCTUATION	430	433	100%
NUMERACY	399	400	100%

YEAR FIVE	Mary's Mount PS Mean	All Australian School Mean	%age students AT or ABOVE min standard
READING	519	510	97%
WRITING	479	485	96%
SPELLING	500	505	100%
GRAMMAR & PUNCTUATION	514	499	100%
NUMERACY	481	489	97%

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 (i.e., 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>

ANNUAL SCHOOL IMPROVEMENT

AUDIT

Every five years, non-government schools in Western Australia undergo a comprehensive school audit process. This serves as an opportunity for our community to ensure that we meet the National Standards and provide a safe and educationally sound learning environment for your children.

As a staff and School Advisory Council, this audit process has sparked valuable conversations and affirming discussions, reaffirming our dedication to offering this opportunity to our community. During the audit, an external facilitator interviewed staff, our School Advisory Council Chairperson, and the leadership team.

I am delighted by the commitment demonstrated by our staff as they prepared for the audit, diligently presenting evidence, and documentation of our adherence to Department of

Education standards. We received written feedback that included no recommendations for improvement.

In 2022, we believe we made some great gains with our Catholic School Improvement Plan, (CSIP). Throughout 2022 we embedded our schools' vision for learning and belief statements.

Mary's Mount Primary School Vision

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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 2022

Catholic Identity

By the end of 2022 the staff and students at Mary's Mount Primary School will develop a culture of reflection and meditation as a daily practice. By doing so the members of the MMPS community will deepen their spiritual connection with Christ.

Success Indicators

- Development of a culture of reflection and meditation as a daily practice
- Development of a Social Justice student leadership team to promote the importance in serving others (Seeds of Hope).
- Level 3 Earth Care Certification

Education

By the end of 2022 the staff of Mary's Mount Primary School will increase deep learning and academic rigour within the learning area of Mathematics. This will be achieved by developing a whole school pedagogical approach which stretches thinking and challenges mathematical process of students.

Success Indicators

- Increased academic rigour in the learning area of Mathematics.
- Development of Scope and Sequence of mental maths strategies
- Use of a variety of pedagogical approaches to the teaching of mathematics and movement away from a textbook.

Throughout 2022 we will embed Aboriginal language, perspectives, and Acknowledgment of Country within the curriculum and across the school. Students and staff will be able to articulate these concepts with the wider community.

Success Indicators

- All staff are aware of what it means to be culturally responsive.
- A range of current resources are established for teachers to use.
- Embed Noongar language across curriculum areas.

Community

Throughout 2022, the development of a wellbeing strategy, The Mary's Mount Way 2 Wellbeing will commence. The focus of our school year is centred on being the best part of

someone else's day. Staff and student wellbeing will be enhanced through the development of the strategy.

Success Indicators

- Embedding Highway Heroes Program
- Development of Mary's Mount Way to Wellbeing.
- Development of Behaviour Education documentation to guide conflict resolution.
- Reintroduction to the Cottage Playgroup.
- Launching OSHC for the MMPS community to commence in 2023.

Stewardship

Using the 5 Year Maintenance Plan developed in 2021 a continuous maintenance schedule will be maintained to ensure a safe learning environment for all.

Fostering a vibrant and engaged early childhood learning area and a development of an architecturally designed master plan.

Success Indicators

- Development of a 2022 focus map to address safety recommendation.
- 5-year plan maintenance meetings with key personnel to track progress and meet targets set.
- Development of a Master Plan and work with CEWA Capital Consultant to develop Early Years Learning Area.

POST SCHOOL DESTINATIONS

Students from Mary's Mount Primary School from 2022 progressed to the following destinations/schools:

Guildford Grammar College	2
La Salle College	3
Mazenod College	13
Mercedes College	2
St Brigid's College	8
Swan Christian College	2

Mrs Emma Bell

Principal, Mary's Mount Primary School