

# SCHOOL PERFORMANCE DATA

2025



**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 2025 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2026. 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. Specifically, there are 4 First Nations students enrolled in grades 4K-6, supported by a staff of 36. The gender distribution in this age group for 2025 was 118 males and 107 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.

## **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.

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 2025

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 III Teachers Aid               | 1      |
| Cert IV Special Needs               | 7      |
| Bach of Arts Physical Education     | 1      |

#### WORKFORCE COMPOSITION 2025

|                                           |           |
|-------------------------------------------|-----------|
| <b>Teaching Staff: Non Indigenous</b>     | 19        |
| <b>Teaching Staff: Indigenous</b>         | 0         |
| <b>Non-teaching Staff: Non Indigenous</b> | 17        |
| <b>Non-teaching Staff: Indigenous</b>     | 0         |
| <b>Total</b>                              | <b>36</b> |

|                                 |    |
|---------------------------------|----|
| <b>Teaching Staff Male</b>      | 1  |
| <b>Teaching Staff Female</b>    | 18 |
| <b>Non-teaching Staff: Male</b> | 1  |

|                                   |           |
|-----------------------------------|-----------|
| <b>Non-teaching Staff: Female</b> | 16        |
| <b>Total</b>                      | <b>36</b> |

## STUDENT ATTENDANCE 2025

| Year Group | Class Numbers | Attendance Rate |
|------------|---------------|-----------------|
| PP         | 30            | 88.97%          |
| Year 1     | 30            | 91.91%          |
| Year 2     | 29            | 92.69%          |
| Year 3     | 25            | 92.72%          |
| Year 4     | 27            | 91.96%          |
| Year 5     | 26            | 92.82%          |
| Year 6/7   | 29            | 92.31%          |

Total percentage of student attendance: 91.91%

### 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., "resolved" 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 8:55am Afternoon roll to be marked no later than 11:45pm
- 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 "resolved" 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 2025

National Assessment Plan for Literacy and Numeracy (NAPLAN) results in 2025 were:

| YEAR THREE            | Mary's Mount PS Mean | CEWA Mean | Australian Mean |
|-----------------------|----------------------|-----------|-----------------|
| READING               | 410                  | 398       | 402             |
| WRITING               | 424                  | 411       | 414             |
| SPELLING              | 383                  | 396       | 405             |
| GRAMMAR & PUNCTUATION | 422                  | 397       | 408             |
| NUMERACY              | 407                  | 396       | 405             |

| YEAR FIVE             | Mary's Mount PS Mean | CEWA Mean | Australian Mean |
|-----------------------|----------------------|-----------|-----------------|
| READING               | 507                  | 492       | 492             |
| WRITING               | 492                  | 482       | 480             |
| SPELLING              | 487                  | 488       | 487             |
| GRAMMAR & PUNCTUATION | 492                  | 490       | 497             |
| NUMERACY              | 488                  | 488       | 492             |

### PARENT, STUDENT AND STAFF SATISFACTION

#### Parent Satisfaction

There is a high level of parent satisfaction based on the following:

- Strategic Plan Survey participation and comments
- Strong community support for all functions and events
- Positive parent interaction with staff
- Strong level of involvement and support of the education program
- Strong attendance levels for Information Evenings
- High levels of volunteers for sporting carnivals and excursions
- High level of pastoral care is demonstrated within the community
- Prospective parents are seeking places based on recommendations of members of the school community
- Extra-curricular activities on offer at the school
- Safety of students in our school
- Good student behaviour
- Stimulating learning programs
- Reporting on student progress to parents
- CEWA Wellbeing Student Survey

### **Student Satisfaction**

Survey results indicate the student satisfaction levels are strong based on the following:

- High level of cooperation between staff around students
- Students are proud of their school
- The inclusive nature of the school
- Minimal behaviour incidents among students
- Willingness to learn and explore new opportunities
- Consistent progress from students
- Purposeful teaching
- Learning confidence
- Student Council meetings
- School functions strongly supported by families
- CEWA Wellbeing Survey

### **Staff Satisfaction**

The staff at Mary's Mount are professional and support the school in all its endeavours. The high staff retention rate indicates that strong relationships and loyalty to the school are evident.

### **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**

#### **Strategic Intentions**

##### **Our Future Direction 2025-2027**

##### **Catholic Identity – Formation for Mission**

To provide effective faith formation for our students, staff, and families.

##### **Key Initiatives:**

- Ensure Religious Education is the first Learning Area.
- Foster strong relationships with Holy Family Parish.
- Develop a scope and sequence for Christian Service and Social Justice opportunities.
- Provide enriching faith development opportunities for all staff.

##### **Education – Excellence for Success**

To ensure all that we do is of the highest quality.

##### **Key Initiatives:**

- Apply a range of pedagogical practices to meet curriculum requirements and student needs.
- Provide diverse, engaging, and enriching learning environments.
- Nurture student voice and agency.

### **Community – Witness for Impact**

To elevate our Catholic story.

#### **Key Initiatives:**

- Refine and expand the MMPS Way to Wellbeing strategy.
- Foster healthy, respectful relationships.
- Refine contemporary communication strategy and events management.

### **Stewardship – Growth for Sustainability**

To provide more students with a Catholic education.

#### **Key Initiatives:**

- Maintain our Level 5 National Catholic Earthcare Schools Certification with a focus on supporting a circular economy.
- Continue to take a proactive approach to caring for our school and land.
- Develop and write a Digital Strategy to encompass staff, students, and parents' needs.
- Commitment to maintaining strong enrolments.

### **Evaluation and Assessment:**

- **Regular Reviews:** Conduct regular assessments of student progress and program effectiveness.
- **Feedback Mechanisms:** Implement feedback systems for students, parents, and teachers to gather insights and make data-driven decisions.

## **SCHOOL IMPROVEMENT PLAN 2025**

### **Catholic Identity**

Foster a strong and genuine relationship with Holy Family Parish, while actively seeking opportunities for collaboration between the school, parents and the parish.

Connect with the Charism and History of our school and the Sisters of St Joseph of the Apparition.

## **Education**

Implement diverse pedagogical practices to address curriculum requirements and student needs, enhanced by reflective teaching practices.

Early Years Learning Framework Principles and Play Based Intentional Teaching is embedded.

Continue the integration of Aboriginal language, perspectives and Acknowledgment of Country into the curriculum and school culture.

## **Community**

Sustained school-wide emphasis on fostering a culture of wellbeing through belonging, engagement and regulation.

## **Stewardship**

Develop a proactive, inclusive and contextual approach to responsibly caring for our school, country, and its future, while also creating a comprehensive Digital Strategy that addresses the needs of staff, students, and parents, including appropriate resourcing.

Maintain our Level 5 Catholic Earthcare School Certification by sustaining Laudato Si projects, integrating sustainability education, strengthening partnerships, mentoring schools, involving the MMPS community, and prioritising ethical, sustainable purchasing.

## **POST SCHOOL DESTINATIONS**

Students from Mary's Mount Primary School from 2025 progressed to the following destinations/schools:

|                                              |    |
|----------------------------------------------|----|
| Mazenod College                              | 10 |
| Mercedes College                             | 2  |
| St Brigid's College                          | 10 |
| Swan Christian                               | 1  |
| Lesmurdie SHS                                | 4  |
| South Metropolitan Education Regional Office | 1  |

## SCHOOL COMMUNITY REPORT

The School Advisory Committee Chair's Report, presented alongside the Principal's Report at the Annual Community Meeting in November 2025, is available on the school website. All other reports from the meeting can also be accessed online.

**Mrs Emma Bell**

*Principal, Mary's Mount Primary School*