



St Mary's Catholic School

Boyup Brook

School Performance Information for 2018

1. Contextual Information

St Mary's Catholic School is a co-educational Primary School with an enrolment of 73 students in 2018. The school is located in the rural community of Boyup Brook in the South West region of Western Australia and attracts children predominately from a farming district.

Committed to the Gospel values, the school's dedicated staff members work strongly in partnership with the supportive and active parent community to create a well-resourced and dynamic educational environment which caters for the needs of the student body. The school offers vibrant specialist programmes in Science, Drama, French, Art and Physical Education. The small student population of the school creates a friendly climate with the opportunity to identify and cater for the needs of each child.

2. Teacher Standards and Qualifications

Collectively the qualifications held by teachers are:

Masters in Education	1
Bachelor of Education	5
Bachelor Degree (other)	4
Diploma of Teaching	1
Graduate Diploma of Education	5
Diploma (other)	2

3. Workforce Composition

St Mary's Catholic school is composed of 9 Part-time and 6 Full-time staff for the 2016 calendar year. A breakdown of the staffing composition is as follows:

Male	Female
1	14
Teaching Staff	Non-Teaching Staff
12	3
Indigenous	Non-Indigenous
0	15

4. Student Attendance

If a student is absent from school, a parent is required to contact the school by 9.00 am, either by telephone, email or by the Skoolbag App. A written note or email must also be supplied to the class teacher explaining the absence on the day the student returns.

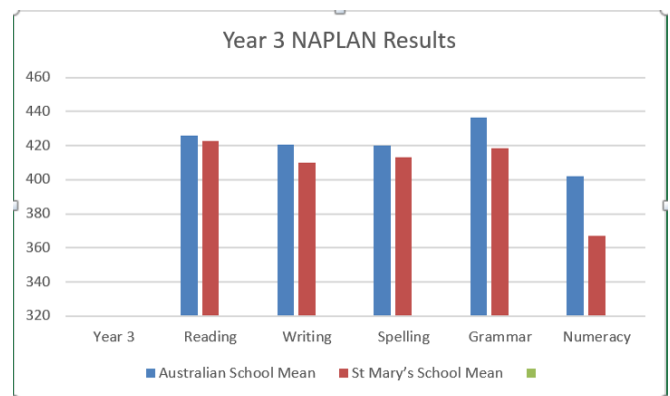
If a child is absent or late from school without notification from the parent/legal guardian, before 9.00am, an automated SMS Message will be sent, advising that the child is absent and requesting an explanation. This practice both notifies parents/legal guardians that the child is not at school and ensures the safe whereabouts of all students. If a student has a high number of absences then a parent is required to attend an interview with the Principal.

On average 92.66% of students attended school each day in 2016. A breakdown of student attendance rates for each year level is shown below.

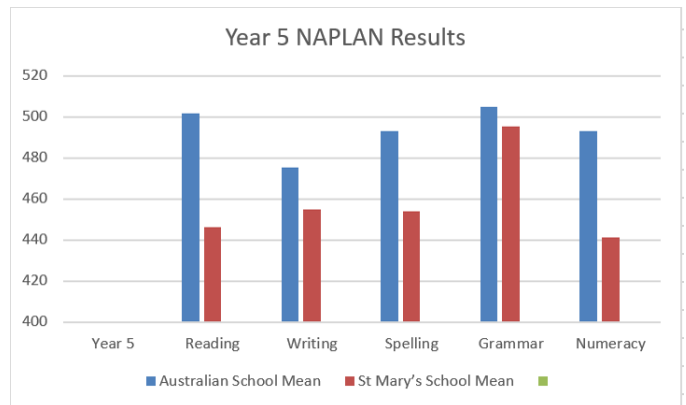
Pre-primary	91.44%
Year 1	91.97%
Year 2	89.56%
Year 3	93.30%
Year 4	94.11%
Year 5	94.83%
Year 6	93.41%

6. NAPLAN Information

	Australian School Mean	St Mary's School Mean
Year 3		
Reading	425.7	422.8
Writing	420.5	410.3
Spelling	420.1	413.1
Grammar	436.3	418.7
Numeracy	402.2	367.1



	Australian School Mean	St Mary's School Mean
Year 5		
Reading	501.7	446.3
Writing	475.4	455.0
Spelling	492.9	454.0
Grammar	505.0	495.3
Numeracy	492.9	441.5



6. Parent, student and teacher satisfaction

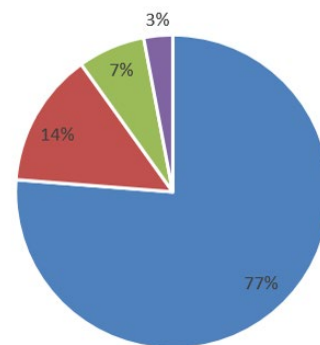
Based on discussions at parent interviews, P&F Meetings, School Board Meetings, School Climate survey, Assemblies, afternoon teas, parent meetings, staff meetings, Learning Journey nights and attendance at Busy Bees, it can be confidently stated that the school community is very satisfied with the school, the programs, resources and quality of teachers.

At enrolment interviews, it's often mentioned that the school has been recommended by parents of past and present students.

7. School Income

Australian Government Recurrent Funding	77%
State Government Recurrent Funding	14%
Fees, charges and parent contributions	7%
Other private sources	3%

School Income



For further information -

<https://myschool.edu.au/Finance/Index/101113/StMarysCatholicSchool>

8. N/A (Secondary only)

9. N/A (Secondary only)

10. Annual School Improvement Plan Progress Report

Learning

Develop an ethos of continuous student engagement in their learning at all levels. Spelling rules and math concepts have been explicitly taught, using a whole school

program and approach. Formal and summative assessments have shown an improvement in student achievement.

Develop and support quality teaching. Teachers evaluated their own performances against the AITSL Standards, attended professional learning and set goals.

Engagement

Develop a culture of open dialogue with all who have a stake in Catholic Education. We continue to build partnerships with parents, families, parish, local businesses and community organizations. We used the School Climate Survey to collect evidence to evaluate the effectiveness of these partnerships and continue to participate in local festivals and celebrations.

Develop a leadership program for roles and responsibilities for Year 6 students. We have created a student leadership structure and provided opportunities for student leaders to enact their roles and responsibilities.

Accountability

Provide equitable and sustainable stewardship of our people, our resources and our environment through a culture of shared accountability. We organized staff members to attend professional development on Aussie Optimism and to be trained to teach students resiliency and develop positive relationships within this program of work. Teachers have continually monitored student achievements and refined goals. We continually strive to embed a school culture in which staff members remain challenged, are professionally enhanced in their work and achieve a healthy work/life balance.

Discipleship

Promote the evangelizing mission of the Church in the Year of Mercy 2016. Staff members witnessed Making Jesus Real on a daily basis and promoted reconciliation, justice, compassion and mercy among the students. The school incorporated Gospel values in all communication, policy documents and students effectively learnt the close connection between Gospel, faith and life through learning experiences and Christian Service.