



# St MARY'S

## CATHOLIC SCHOOL

### BOYUP BROOK

## School Performance Information for 2019

### 1. Contextual Information

St Mary's Catholic School is a co-educational Primary School with an enrolment of 64 students in 2019. 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 positive teacher student ratio 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 8 Part-time and 6 Full-time staff for the 2019 calendar year. A breakdown of the staffing composition is as follows:

<b>Male</b>	<b>Female</b>
2	12
<b>Teaching Staff</b>	<b>Non-Teaching Staff</b>
9	5
<b>Indigenous</b>	<b>Non-Indigenous</b>
0	14

### 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 91.90% of students attended school each day in 2019. A breakdown of student attendance rates for each year level is shown below.

<b>Pre-primary</b>	86.68%
<b>Year 1</b>	90.68%
<b>Year 2</b>	91.36%
<b>Year 3</b>	93.75%
<b>Year 4</b>	93.76%
<b>Year 5</b>	93.77%
<b>Year 6</b>	93.33%

## 6. NAPLAN Information

Our NAPLAN data for 2019 gave us some very valuable data and this data helped form the basis of our 2020 School Improvement Plan. Our Year 5 students performed very strongly while our Year 3 students performed as expected in many of the assessments. As a result of the data we have put more resources into supporting students that need extension and extra assistance in Literacy and Numeracy. We now have a support teacher at the school 4 days a week working with individuals and small groups.

	Australian School Mean	St Mary's School Mean
<b>Year 3</b>		
Reading	432.2	355.0
Writing	420.5	410.3
Spelling	418.9	341.4
Grammar	440.0	376.3
Numeracy	408.1	395.5

	Australian School Mean	St Mary's School Mean
Year 5		
Reading	506.1	499.3
Writing	474.1	528.3
Spelling	500.3	556.7
Grammar	499.1	526.2
Numeracy	495.9	508.2

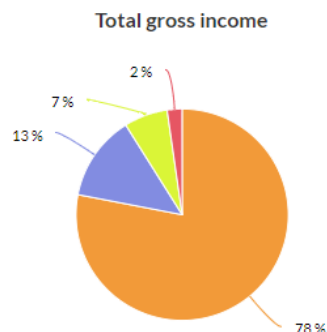
## 6. Parent, student and teacher satisfaction

In 2019, our school participated in the National School Improvement Partnerships (NSI) survey. This highly research based survey aimed to give a snapshot of our schools current climate and all staff (teaching and non teaching) and students Year 1 to 6 responded. Of the 41 families at our school in 2019, 27 responded to the survey.

The survey reflected positively on the school's current programs and practices. Student and parent feedback reflected our thinking and helped inform our 2020 School Improvement Plan as well as our strategic planning for the coming years.

## 7. School Income

	Australian Government Recurrent Funding	78%
	State Government Recurrent Funding	13%
	Fees, charges and parent contributions	7%
	Other private sources	2%



(excluding income from government capital grants)

### For further information –

<https://myschool.edu.au/school/48874/finances/2018>

## 8. Senior secondary outcomes: Not applicable.

## 9. Post school destinations:

Below is a breakdown of the destinations of our 11 Year 6 in 2019 students for 2020:

Boyup Brook District High School: 10  
Kearnan College, Manjimup: 1

## **10. Annual School Improvement Plan Progress Report**

### ***Catholic Identity***

Throughout the 2019 school year we focussed on improving our students engagement with liturgical services as well as their overall etiquette in the church. We assisted the students in engaging with the mass by projecting the words of hymns and responses to the mass on a projector in one part of the church. We began singing the songs with guitar accompaniment as opposed to CD's and this improved the overall feel of the services. We practiced hymns at regular morning assemblies. We had an increased number of students and staff become Catholic this year, 4 staff members were initiated as full members of the church on Holy Saturday night and we had 4 students baptised throughout the year also. Our Sacramental masses were wonderful occasions and the response from the community was very positive.

### ***Education***

Throughout the 2019 school year we worked on two main focus points for our students: guided reading and writing implementation in the classroom (Literacy focus) and comprehension of Maths word problems (Numeracy focus).

We worked at the start of the year with Jan Fleming and Liz Harper on our guided writing and guided reading. This was implemented across the school and the guided reading sessions are being run consistently across the board. With guided writing we used the marking tool Brightpath to assist us in ensuring we are aware of our students strengths and points of need in the different writing genres. Our focus in these areas will continue into the 2020 school year.

In Numeracy, we identified a common weakness across our school in problem solving, particularly word problems. In digging deeper, our staff were able to identify that a large part of the problem lay in the ability to read a problem and comprehend what the problem was asking: this is a struggle for our students. Throughout the year we worked on various strategies and began to see some improvement towards the end of the year. Examples of strategies used included pre and post testing of students with a similar word problem at the beginning and end of the term, explicit teaching of problem solving and explicit teaching of problem solving vocabulary. This will continue to be a focus in 2020.

To assist us in meeting the changing needs of Technology in Education our school board approved a spend of up to \$25,000 for new Laptops and iPads for our students. This will ensure that we have a device available at all times for every student in the school.

In terms of professional development this year, our school took part in a system wide PD with Canadian lectured Dr Lyn Sharratt. This year we took part in 4 days of PD as well as homework activities that we had to complete and implement at school. This PD has helped us focus more clearly on our data and what it is telling us. As a result of participation in this we switched to a more detailed reading assessment program in mid year.

Our staff were also lucky enough to participate in the TREE conference this year. This bi-annual conference is localised to the 4 schools in our region and was a huge success again this year. Our teachers were able to select their PD sessions according to their needs and outside presenters from all over WA and beyond shared their expertise.

### ***Community***

This year we built on the positive community we have at our school. Our many events throughout the year such as our assemblies, sports events, school play and masses/liturgies were very well supported. For the first time ever we held a Father's day breakfast and this was very well received by the community. In terms of wider community engagement we participated in Clean Up Australia day this year where we beautified an otherwise under valued area of town. We visited the local aged care facility and performed at the seniors lunch which was a great experience for our students. We plan on continuing our outreach to the local community in 2020.

### ***Stewardship***

It was identified early in the year that it is time that we upgraded our school's classroom facilities. Our original classroom block which was built in the mid 1950's housed more than two thirds of our school this year but did not meet the Building Quality Catholic Schools standards in many areas. Our Early Childhood classrooms were delivered here in 2005 when the Catholic school in Tardun closed down and are at least 30 years old. The classrooms are starting to show considerable wear and tear. The EC classrooms do not incorporate an enclosed playground area which makes it difficult to meet the requirements of the NQS. As a result of this we decided to submit a Capital Development Plan to Catholic education seeking funds to refurbish these areas of our school. The plan will incorporate many upgrades to our facilities and will be fully submitted in 2020.

Our school had a compliance audit this year from the Department of Education. The school fared well in this audit. There were some easily addressable items that the school has already taken care of such as the updating of some policies and re training of staff in Mandatory reporting of child sexual abuse.

We continue to strive for high standards both educationally and socially at our school. The improvement of the IT devices available to students and teachers and the submission of a Capital Development Plan to improve our learning spaces are important steps in ensuring our school remains current and adaptable as well as viable into the future.