



2023

Annual Report to the School Community



St Mary's School

15-33 Bridlington Ave, ECHUCA 3564

Principal: Jasmine Ryan

Web: www.smechuca.catholic.edu.au

Registration: 584, E Number: E3016

Principal's Attestation

I, Jasmine Ryan, attest that St Mary's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 02 May 2024

About this report

St Mary's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact all schools demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

St Mary's Identity Statement:

A **Faith** Community,
Learning together,
Spreading the Good News of Jesus through Positive relationships,
Trust and **Love**.

St Mary's Vision:

RESPECT others, self and the environment.

COURAGE to stand up and be strong even when it is hard.

Be **INCLUSIVE** of all, value differences.

Strive to **ACHIEVE** and be our best.

SERVE others with Jesus as our model.

CELEBRATE faith, achievements, all that life gives us.

School Overview

In 2009, St. Mary's School was relocated to West Echuca from central Echuca, boasting an enrolment of 350 students. The purpose-built buildings were designed to offer students innovative and contemporary learning opportunities. Enrolments have remained robust, particularly for Foundation students, with current enrolment figures at 603 students and 74 staff members as of 2023.

As a faith-based community, we gather for weekly liturgical celebrations including Year-Level, Community, and whole-school Masses. The Sacramental program was offered to learners in Years 3-6 from the Parish-based program, as well as for special occasions and assemblies. The strong sense of community is demonstrated through active parental involvement at various levels. Our Religious Education program aligns with the Diocesan "Source of Life" Core document and Religious Education Curriculum. Professional Learning Communities and Teams are fostered to encourage collaborative learning among teachers and the development of essential skills and knowledge for providing engaging educational experiences.

The school remains committed to enhancing the capabilities of all teachers through professional development opportunities and knowledge-sharing initiatives. Leadership is encouraged at all levels, with ongoing support for staff development. An Investigative Inquiry approach to learning is promoted school-wide to encourage student engagement. Data-driven practices are implemented to maintain high academic standards.

St. Mary's School is well-equipped with modern facilities and technologies to create a comprehensive learning environment for all students. Emphasising learner wellbeing, the school prioritises Positive Behavior in Schools (PBIS) and Restorative Teaching practices. Specialised support for students with additional needs is provided by a Leader of Learning Diversity, speech pathologist, and occupational therapist to ensure the safety and emotional intelligence of all learners.

Parental involvement is highly valued, with open communication between school and home promoted. Parents are encouraged to participate in their child's educational journey. The curriculum includes specialist subjects such as Performing Arts, Visual Arts, Physical Education, Social Emotional Learning, Digital Technology, and Indonesian language.

Decisions at all levels are informed by the school's three-year School Improvement Direction Plan and the 2023 Annual Action Plan. St. Mary's School is dedicated to meeting the diverse needs of its learners and adhering to best practices in Learning and Teaching, with steadfast support from the Catholic Education Office Sandhurst.

Principal's Report

In 2023, St. Mary's School completed its first year post-pandemic with 603 students and 74 staff members. The school maintained a strong sense of resilience, perseverance, and community commitment throughout the year.

At the beginning of the year, learners settled in smoothly and staff displayed a high level of enthusiasm. The leadership team, comprising of acting Deputy Principals Sarah Kilborn (Community Wellness) and Adelia Muldoon (LOP: Literacy), along with Leaders of Pedagogy Holly Morris and Jacqui Deola, worked diligently to support the school's annual action plan.

Efforts were made to enhance and refine practices and processes to ensure clarity in roles, responsibilities, and accountability. Staff actively engaged in redefining key areas for school improvement, such as the Professional Learning Plan.

Data-informed leadership and practice guided all school goals, improvements, and initiatives. An NSIT Review in August provided valuable feedback and recommendations for future steps within the school community, which are being used to set goals and plan for change.

St. Mary's remains dedicated to giving voice to the learners to create a safe and engaging learning environment. Strategies were implemented to incorporate learner feedback into daily school life, including allowing learner to choose a peer to be in their class the following year. Learner voice is also integrated into teaching practices to develop assessment-capable learners.

In 2023, the new Catholic Education Multi Enterprise Agreement 2022 (CEMEA) was implemented, focusing on managing teacher workload, increased class focus time, improved leave conditions, and salary increases with increments. The agreement was approved by 72% of voters in the Sandhurst Diocese.

The team at St. Mary's is comprised of dedicated professionals who demonstrate a strong commitment to the learners under their care. Our collaborative approach and strategic initiatives are focused on enhancing the overall school experience. In 2023, our professional development efforts emphasised the utilisation of data-driven practices, explicit instruction, and the implementation of Restorative Teaching and Restorative Practices for behaviour management.

Throughout the year, our learners engaged in a variety of educational opportunities both within and beyond the traditional classroom setting. We welcomed numerous guest speakers and experts to enhance their learning experiences, while also organising educational trips to explore our surrounding community. Additionally, our learners demonstrated exceptional skills and sportsmanship in various athletic competitions at both local and state levels. We

are proud to highlight the academic achievements of our learners as we continue to focus on nurturing their diverse talents and abilities.

As I reflect on my second year at St. Mary's, I am grateful for the rewarding and fulfilling experiences I have had. Building relationships with learners and families has allowed me to feel a strong sense of belonging within the school community. I appreciate the openness, flexibility, and support shown by everyone during both planned and unplanned changes throughout the year.

I am pleased to say that overall, it has been a fantastic year.

Jasmine Ryan

Catholic Identity and Mission

Goals & Intended Outcomes

Faith Community - Explore and connect to the story, traditions, history and symbols of St Mary's.

- Investigate and document the St Mary's story with key stakeholders
- Compose contextualised curriculum to teach and learn the St Mary's story, traditions, symbols & rituals and faith journey for Foundation to Year 6
- St Mary's rich history is visible in our symbols and actions e.g. sustainability, community names, crosses and feast days.

Achievements

In 2023, we conducted thorough research and documentation on the history of St. Mary's and the Brigidine Sisters, sharing exciting findings with our staff to support their professional growth. We implemented Source of Life Religious Education Units that incorporate our unique Charism, and distributed Brigidine Crosses to our staff on the first curriculum day of the year.

During Term One of 2024, we organised a cross-curricular day to highlight our Catholic identity. We consistently communicated our Charism through channels such as the School Newsletter, enrolment materials, and email signatures. The St. Mary's Choir performed at Parish events and led Masses and Liturgies throughout the year. We introduced a new Tabernacle and Family Masses at our Church, donating unused uniforms to a Sri Lankan orphanage.

Moving into Terms Three and Four, we focused on important social justice initiatives, such as providing meals for the community, supporting local libraries, and participating in the Sock it to Poverty Campaign. We also implemented special spirituality days, celebrated Saints days, and held a FIRE Carriers Ceremony.

During Lent, we successfully carried out a Caritas Project Compassion campaign and organised a toy drive, along with visits to aged care residents to spread holiday cheer through personalised Christmas cards. Our staff actively participated in faith formation and professional development opportunities.

Our learning environments are designed to reflect a vibrant Catholic ethos, as acknowledged in the National School Improvement Review. We maintain a strong partnership with the

parish and are committed to further enriching our Catholic identity through intentional practices and procedures.

Value Added

- 30 St Mary's learners took part in the sacramental program facilitated by the parish
- 3 staff completed RE Accreditation
- 2 staff commenced RE Accreditation
- Connection with the Parish
- Whole School Masses and Liturgical celebrations, following the Catholic Liturgical calendar
- Documenting and teaching our Charism
- Acknowledging our Patron Saint - Our Lady of Good Counsel's feast day the 26th of April
- Professional learning of staff
- Commitment to the Source of Life Religious Education Curriculum and Shared Christian Praxis pedagogy.
- Social Justice initiatives
- Effective communication to our parents and parental involvement in Masses, Liturgies, Whole School events, programs and initiatives.

Learning and Teaching

Goals & Intended Outcomes

Academic Excellence - Students will experience data-driven, targeted teaching in Literacy and Numeracy.

- PLC's and planning are guided by data protocols and dialogue, driving teaching and learning
- The use of data will be evident in curriculum planners
- Evidence of growth for all students in Literacy and Numeracy in annual data
- Whole school understanding of current data trends in literacy & numeracy
- Establish agreed practices, understanding, knowledge and skills to be a data-driven school - Whole School Data Plan
- Staff's capacity will be deepened in their ability to be data literate; learning the purpose of data collection, and analysis to target teaching and learning to meet individual needs.

Achievements

St. Mary's School utilised data to inform decision-making processes, professional development opportunities, and changes in instructional practices in key areas of teaching and learning. Our continued focus areas included enhancing learner engagement, utilising data to guide instructional practices, and implementing school-wide best practices in pedagogy.

We partnered with educator Kate Korber from the Inquiry Project to enhance teacher practices and increase learner engagement and voice across all subject areas. Kate is working with key leaders and staff to deepen their understanding and implementation of inquiry-based learning approaches in all curriculum areas. Through this collaboration, staff members have contributed to the development of a two-year scope and sequence, incorporating innovative strategies to enhance learner learning and critical thinking skills.

Our professional learning communities have utilised a variety of data, including both summative and formative assessments, to effectively address the learning needs of our learners. School leaders have worked with Selena Fisk to enhance our staff's data literacy skills and develop a comprehensive data plan for St. Mary's. This plan will evolve as our staff's understanding and proficiency in data analysis grows.

Teachers are now more attuned to whole-school data trends, which are regularly shared during School Improvement Meetings to ensure alignment with school objectives. These trends have indicated the importance of providing differentiated instruction tailored to the

unique needs of all learners. As a result, we have seen improvements in learner performance, increased engagement in learning, and expanded access to the curriculum. Learners who are exceeding or falling below expected growth levels are closely monitored by teachers and leaders, with appropriate interventions being implemented as needed.

In 2023, St. Mary's successfully transitioned to conducting NAPLAN assessments online, with our digital technologies and infrastructure performing effectively. The data analysis from these assessments has been detailed below for further review and insights.

Student Learning Outcomes

St Mary's is committed to an annual assessment schedule that uses summative and formative assessments in literacy and numeracy. Termly, learners complete a variety of assessments to track growth and challenge.

In 2023 St Mary's completed and overhauled of our assessment schedule, exploring the purpose and relevance of data sets and the analysis. A new assessment schedule, tools and strategies have been introduced to ensure relevance.

Learners at risk are supported by the classroom teacher through adjustments and in 2023 leaders of pedagogy for key curriculum areas ran interventions and extension mini-sessions to target and support explicit needs. Learners with further learning needs were explored and monitored using St Mary's pre-referral process. This process allowed investigation and partnership with parents, teachers and the Leader of Learning Diversity.

In conjunction with St Mary's assessment schedule, learners' data is tracked in accordance with CES and St Mary's benchmarks. Targets are monitored regularly to ensure focus teaching and intervention or consolidation if required.

St Mary's NAPLAN 2023 Data Report

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	419	64%
	Year 5	470	46%
Numeracy	Year 3	420	77%
	Year 5	467	57%
Reading	Year 3	432	85%
	Year 5	485	76%
Spelling	Year 3	398	61%
	Year 5	464	64%
Writing	Year 3	435	87%
	Year 5	481	80%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Wellbeing - Implement & enact best practices in child safe standards to foster a resilient, inclusive & solution-focused community.

- Continuous implementation, knowledge and skills of restorative teaching practices to embed within the community
- Effectively communicating through various platforms the principles of positive and respectful relationships
- Embedding and adhering to child-safe practices through regular professional development and reflection
- Students completing ACER Social and Emotional survey and PIVOT to measure SEL needs throughout the school.
- Teachers will teach SEL using the RRRR Curriculum framework to ensure compliance and education for our students

Achievements

Ensuring the wellbeing of our learners is a priority at St Mary's. We have implemented Restorative Practices and Restorative teaching into our daily practices to promote a positive and supportive learning environment. Our learners and staff have been equipped with the necessary tools and processes to foster a culture of respect, communication, and positive behaviour. By taking a holistic approach, we regularly assess behaviour as part of our curriculum to provide tailored support for our learners.

St Mary's has partnered with Real Schools and engaged facilitator and coach Kirsty Lush to develop a comprehensive action plan for the entire school. Through ongoing professional development, observation, and feedback, our staff have enhanced their emotional intelligence and interpersonal skills. As a result of collaboration and consultation, we have established a Learner Engagement Plan to further support our learners.

This year, our wellbeing team has expanded to include school nurses, a social worker, and a Youth and Community Liaison officer to support the social and emotional needs of our learners. We convene weekly meetings to analyse data, track progress, and offer support to our community members. By closely monitoring attendance, first aid incidents, and behaviour patterns, we identify areas of concern and take proactive measures to address them.

Child Safe standards are an integral component of our professional development and discussions at St Mary's. Our staff are continually educated on these standards, with regular updates provided to our parent community through communication channels such as newsletters. Our policies and practices are supported by Catholic Education Sandhurst to ensure a safe and nurturing environment for all individuals within our school community.

Value Added

- Increased recognition, adjustment and support of learners with additional needs
- Restorative practices, restorative teaching - Learner Engagement Plan Composition, Daily Circles for Wellbeing & Learning
- Attendance, behaviour and first aid data tracking to allow data storytelling
- Teachers follow the Attendance Process to support and be informed
- Child Safe Standards & Practices are tabled regularly at meetings
- Compass Behaviour Tracking analyses - concerning playground areas, behaviours and teacher support
- Introduction and completion of PAT SEW

Student Satisfaction

St Mary's uses PIVOT to regularly seek learner feedback. Leadership attend coaching sessions that provide a deep understanding of our celebration and challenge areas. Staff are informed of whole school trends and collegial dialogue is encouraged to drive change and ensure learner agency.

PIVOT DATA:

Areas of Celebration:

- Clear understanding of expected behaviour
- Teachers care and respect me
- I can ask my teachers for help

Areas for Conversation:

- Collaborative learning
- Learner agency
- Rich / Real / Relevant curriculum
- Goal setting

- Thinking curriculum

All data is being analysed, and actioned for improvement.

ORIMA DATA

St Mary's used ORIMA for the first time in September of 2023. The survey was new and improved completion is needed moving forward.

Trends that can be celebrated and built upon could utilise these ideas as building blocks for future actions. We will continue to maintain open communication and ongoing discussions with learners and continue to dedicate daily time to educate on our faith and traditions - how can we incorporate this approach elsewhere, building on our strengths.

The primary areas of concern for learners are focused on their level of engagement with learning. These concerns specifically pertain to the domain of school belonging. Overall, learners report feeling a strong sense of physical and psychological safety within the school environment. Additionally, they demonstrate a positive collective belief in their abilities as learners. However, there is a lack of clear evidence or understanding of what attributes comprise a successful learner.

Areas of Strength:

- Learner's voice is high
- Learner's connection to Catholic Identity is high
- Learner's mindsets about themselves as learners is high

Areas of Concern:

- Learner safety
- Learner Engagement
- School climate; clarity of behaviours & excitement of teachers leading classes

All data is being analysed, and actioned for improvement.

Student Attendance

St Mary's Attendance Data:

St Mary's will monitor, track and analyse attendance data in line with our community partnership and wellbeing.

- Teachers will track attendance data as per our attendance process

- The administration will follow up on unexplained absences daily
- Teachers will follow up on extensive absence, 3+ days to check on wellbeing and need for support
- Attendance data is reviewed weekly in the Community wellness team and follow up actioned accordingly
- School Attendance is advocated via the newsletter regularly
- Extensive attendance concerns are followed up in writing by Leadership

Average Student Attendance Rate by Year Level	
Y01	89.9%
Y02	88.5%
Y03	90.5%
Y04	88.6%
Y05	87.4%
Y06	86.9%
Overall average attendance	88.6%

Leadership

Goals & Intended Outcomes

Building Capacity - Coaching and mentoring are implemented for all staff to support the professional learning plan, aligned to the school improvement plan.

- The implementation of a Professional Learning Plan reflects staff commitment and engagement to ongoing mentoring and coaching programs.
- Build leadership capacity of mentoring and coaching through external professional development to allow leaders to support teachers' growth and development
- Use existing skills, knowledge and expertise of staff to facilitate practices and processes of observation and feedback throughout the school
- Implement practices and processes to allow performance and development to occur throughout the school to ensure we are building professional capacity of staff
- Reflect on individual PIVOT data to set a relevant goal using supporting resources and practices to improve classroom practice.

Achievements

In 2023, there was a significant reorganisation and strengthening of the leadership team at St Mary's. The year commenced with the appointment of the following key roles within the leadership structure:

- **Principal:** Jasmine Ryan
- **Acting Deputy Principal/Leader of Pedagogy (LOP) for Literacy:** Adelia Muldoon
- **Acting Deputy Principal/LOP for Community Wellness:** Sarah Kilborn
- **LOP for Catholic Identity:** Holly Morris
- **LOP for Learning Diversity:** Jacqui Deola
- **LOP for Inquiry:** Rebecca Lloyd

A primary objective was to establish clear position descriptions for key leaders, administrators, and teachers to enhance accountability and efficiency within the school. Collaborating with Catholic Education Sandhurst (CES), St Mary's developed these descriptions, which also clarified other leadership positions. The staff responded positively to the expansion of the leadership team, expressing optimism that this would extend to cover all essential curriculum areas in the future.

Leaders were provided with professional development opportunities to enhance their skills and offer support to their colleagues. St Mary's partnered with Leadership Consultant Jose Blackley, who contributed to enhancing the leadership team's knowledge, skills, and dispositions through a process of personal reflection, goal setting, and ongoing professional

growth. The leadership team at St Mary's formulated a Leadership Statement and continuum to monitor individual progress, with plans for coaching and mentoring in the next phase of development.

Comprehensive professional development sessions were conducted throughout the school, recognising all staff members as learners and educators. School closure days were dedicated to staff training to positively impact learner achievements. The professional learning activities undertaken in 2023 are outlined below.

St Mary's adhered to its Professional Learning Schedule, ensuring alignment with the school's objectives. Staff engaged in both school-wide and individual professional development, employing an inquiry-based approach to achieve personal goals within their roles. This approach yielded significant benefits, resulting in improved student outcomes and fostering meaningful changes in teaching practices.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>St Mary's is committed to professional learning both internally and externally. St Mary's professional development plan aligned with school and learner data in the hope of building staff capacity and improving learner outcomes.</p> <p>Focus areas were aligned with teams and individuals while whole school professional development was distributed through staff Professional Learning Community protocols.</p> <p>Focus Areas;</p> <ul style="list-style-type: none"> • Learner Diversity Network Days - Leader of Learning Diversity • First Aid Training • RE Accreditation • REC Network Days • Restorative Practices / Restorative Teaching - Real Schools • Child Safe Code of Conduct & Standards • Mandatory Reporting • Staff Spirituality Day • VACPSP Membership • Selena Fisk: Data Champion • Trev Mackenzie & Jessica Vance: Inquiry Mindset; Leading With Inquiry • Oz Literacy Teacher • Growth Coaching in Leadership • Jose Blackley Leadership Consultancy • The Inquiry Project: Kate Korber • The Tree House Therapy & Wellness 	
Number of teachers who participated in PL in 2023	66
Average expenditure per teacher for PL	\$1187.00

Teacher Satisfaction

St. Mary's School implemented the use of ORIMA within our school community for the first time in September 2023. While only a limited number of staff members participated in the survey, the data has been thoroughly analysed and found to be pertinent. Initial areas of focus revolved around staff engagement and comprehension of the school's climate. The results of the survey indicated a general dissatisfaction among participants. Staff feedback emphasised a preference for inclusion in decision-making processes through consultation and dialogue.

We, as a unified staff, take great pride in our Catholic community and are dedicated to upholding our faith and traditions. Moving forward, we must take proactive measures to lead with transparency and establish clear expectations. Both leaders and staff members at St. Mary's need to fulfil their respective roles and obligations, with leaders being well-prepared and conducting themselves professionally.

It would be advantageous to assess the collective understanding of school and instructional leadership within our team. Key actions, collaborative learnings and change have been implemented to nurture improvement.

Key findings from ORIMA Data

Areas of Strength:

- Catholic identity of the Leadership team
- Collaboration in teams
- Collaboration around school improvement

Areas of Concern:

- Collaboration around the improvement strategy
- Feedback
- Instructional Leadership

Teacher Qualifications	
Doctorate	0.0%
Masters	5.6%
Graduate	3.7%
Graduate Certificate	3.7%
Bachelor Degree	44.4%
Advanced Diploma	14.8%
No Qualifications Listed	27.8%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	63
Teaching Staff (FTE)	51.8
Non-Teaching Staff (Headcount)	33
Non-Teaching Staff (FTE)	31.6
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Wellbeing - Implement & enact best practices in child safe standards to foster a resilient, inclusive & solution-focused community.

- Continuous implementation, knowledge and skills of restorative teaching practices to embed within the community

Achievements

St Mary's has noted a positive reception from our parent community regarding the implementation of Restorative Practices and Restorative Teaching. Our leaders have put in significant effort to inform parents through newsletters, shared resources, and information sessions. The response from these sessions has been favourable, and we are pleased to have a strong partnership with our parent/carer community in this regard.

The school advisory council has witnessed a growth in membership as St Mary's aims to have a diverse representation of our community. Their collaboration, contributions, and support have been beneficial for community involvement and understanding of school initiatives and direction. While our advisory members advocate for the school, they also offer feedback and insights from the community to better serve those in our care.

St Mary's continues to receive strong attendance, volunteerism, and support for all community-led events and activities. From religious services and gatherings to school assemblies and community events, our learners and families are enthusiastic and committed participants.

Examples of such events and celebrations include;

- Grandparents, Mothers & Father's Day Celebrations and Liturgies
- Beginning and End of Year Masses & BBQ's
- ANZAC Day Community March
- Clean Up Australia Day
- Caritas K's
- Graduation Ceremony
- Year 3 - 6 Camp Programs
- Attendance at Masses, Liturgies & Assemblies

- Commitment and professional learning to support the use of social media to celebrate our community

Parent Satisfaction

In September 2023, St. Mary's School implemented the use of ORIMA within the school community. While parental and caregiver participation in the survey was limited, the data has been thoroughly analysed and is considered relevant.

Only fifteen parents participated in the survey, however, the overall consensus reflected a favourable view of the school climate among families. The survey highlighted more strengths than areas of concern, with an emphasis on the school's Catholic Identity. Safety was mentioned as a consideration, although it did not emerge as a significant concern or strength, with lower results compared to other areas.

Key Findings from ORIMA Data:

Areas of Strength:

- High levels of satisfaction with the school's developmental appropriateness
- Strong value placed on the school's Catholic identity
- Positive perceptions of the overall school climate

Areas for Improvement:

- Enhancing family engagement
- Addressing concerns related to student safety
- Improving communication methods

All data is being analysed, and actioned for improvement.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.smechuca.catholic.edu.au