

# St Mary's Catholic Primary School, Donnybrook



## Annual School Performance Data 2024

*The following information is a Federal Government requirement and pertains to the 2024 calendar year.*

### Vision

Inspired by Christ, we aim to graduate confident, capable and compassionate individuals who are ready to go out into the world and lead with their head, their heart and their hands.

### Contextual Information

St Mary's School is a Catholic co-educational school catering for students from Pre-Kindergarten through to Year 6. St Mary's is concerned with the development of the whole child and as such develops the spiritual, academic, personal, social and emotional well-being of all students. Students are taught in single classes with Year 5 and 6 being composite. A differentiated curriculum ensures that the individual needs of each child are met.

In 2024, specialist subjects were offered in Languages (Italian), STEM, Physical Education, and The Arts. iPads and Apple TV's can be found in each classroom. The school provides a 1:1 ratio of iPads in Years 3-6.

The school has excellent home-school relationships with parents taking an active role in all aspects of the school's daily operations. St Mary's develops the leadership qualities of students through the various roles on the student council. The Year 4 and 5/6 students are part of the student leadership team focussed on being a voice for the student body and leading whole school activities such as prayer and assemblies. There was a whole school focus on the eight Mercy values in the school; these being courage, forgiveness, compassion, respect, service, justice, excellence and determination.

The school is supported by a committed group of parents who form both the Schools Advisory Council and the Parents and Friends Association.

In 2024, our Year 3 and 5 students participated in NAPLAN, along with other school and standardised assessments including PAT assessments in Maths and Reading. In school assessments formed the basis for reporting to parents. Our higher ability students were also given the opportunity to participate in the BEBRAS Challenge, Australian Mathematics Competition and Tree Talks.

In 2024, St Mary's again participated in Catholic Education's Low Fees Initiative. This initiative was designed to support schools in securing future enrolments and make Quality Catholic Education financially available to those who otherwise may not be able to afford non-government schooling for their children.

The following information regarding student demographics was taken from the MySchools website and can be found at <https://www.myschool.edu.au/>.

School facts

School sector	Non-government
School type	Primary
Year range	PP-6
Location	Inner Regional

School staff

Teaching staff	9
Full-time equivalent teaching staff	9.0
Non-teaching staff	8
Full-time equivalent non-teaching staff	6.5

School links

School website

St Mary's School

Sector, system or association website

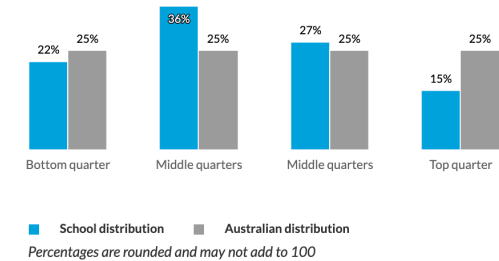
Catholic Education Western Australia

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1029
Average ICSEA value	1000
School ICSEA percentile	60

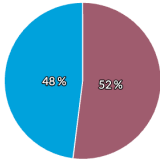
Distribution of Socio-Educational Advantage (SEA)



Students

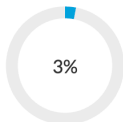
Total enrolments: 115

Boys 55  
Girls 60



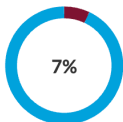
Full-time equivalent enrolments: 115.0

Indigenous students



Language background other than English

Yes (7%)  
No (93%)  
Not stated (0%)



Teacher Standards, Qualifications and Workforce Composition

St Mary's Catholic School employs 21 staff (including part-time, full-time, cleaning and grounds roles). Collectively, the qualifications held by staff and the numbers of teachers who hold these qualifications are:

Diplomas	8
Bachelor Degrees	10
Graduate Certificates	3
Master's Degree	3

Staff Composition

Male	4
Female	16
Non-teaching staff (including grounds and cleaning)	10
Teaching staff	10

Expenditure and Teacher Participation in Professional Learning

All staff participated in Professional Development (PD) opportunities in 2024. A sample of PD opportunities included:

- Religious Education Accreditation

- Berry Street Education Model
- APRE Days Bunbury Diocese
- Talk for Writing
- Letters and Sounds
- Maths Trek
- Digital technologies
- STEM
- Strategic Planning
- Mandatory Reporting
- First Aid
- Work Health and Safety
- Gate Keeper Suicide Prevention
- Asthma and Anaphylaxis Training
- CPPA Conference
- CEWA Leaders Forum

From the School's audited accounts for 2024, \$27139.84 was spent on Professional Development for staff.

### **Key Student Outcomes Student Attendance:**

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked via SEQTA every day. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request. The average student attendance rate for the school during 2024 is shown in the following table.

Kindy	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
15	15	20	19	22	21	9	9	130

### **2024 NAPLAN Information**

The 2024 NAPLAN data shows that the academic program provided at St Mary's is performing "close to" those schools with students from similar backgrounds.

	2023	2024			
Compare to	<input checked="" type="radio"/> Students with similar background	<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	415	420	391	404	409
Year 5	502	498	490	485	497

NAPLAN participation for this school is 100%  
 NAPLAN participation for all Australian students is 95%

<sup>NB</sup> A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Image captured from <https://www.myschool.edu.au/>

## Value Added

St Mary's CPS offers a wide variety of opportunities outside the classroom, which allow students to grow and develop. Such activities include:

- Year Six School Camp
- Children's Book Week Parade
- Western Australia Book Week celebrations
- School Faction Carnivals
- Interschool Athletics
- ANZAC Day Service (both school and community services)
- Excursions
- Incursions and Performing Artists' visits
- Missions Fundraising
- Visiting Sporting Clinics
- Winter Carnival
- End of Year Concert

## Parent, Student and Staff satisfaction

St Mary's Catholic Primary Schools focus on building community and parent engagement means the school is a well-respected and central part of the Donnybrook community. Staff have refined their practice and further developed the evidence-based decisions made during their time in the Fogarty EDvance program. Staff morale is high, and this has been supported by the numerous climate surveys and feedback opportunities the school has been involved in. Parents are happy too and support the school both through the Schools Advisory Council and Parents and Friends committee. Community events are always very well supported, though this was challenging during the early parts of the year. Staff model respectful relationship and as such our students enjoy coming to school and are engaged in their learning.

## Post School Destinations - Year 6 Destination Schools 2024

School	Number of Students
Donnybrook District High School	1
Bunbury Catholic College	8

## Financial Information

The ACARA website [www.myschool.edu.au](http://www.myschool.edu.au) hosts the My School profile of Australian schools. Visiting this site gives further comparative information including financial data.

## School Improvement Plan

The school had a number of goals as outlined in its Annual School Improvement Plan (SIP). These included:

- Staff Faith Formation – Through prayer, participation in Mass and opportunities for faith formation, the staff were challenged to grow in their personal relationship with Jesus.
- Making Jesus Real – The school leadership team further developed a Making Jesus Real culture in the school where Christ alive in the school is made visible through words and actions.
- Letter and Sounds – Staff from Kindergarten to Year 3 continued to implement the Letters and Sounds program. This systematic synthetic phonics program is an evidence-based reading instruction program teaches students to read letters and their sounds as the building blocks for effective reading.
- Mathematics – All staff have been trained in Maths Trek and it is being delivered from Pre-Primary to Year 6. The Maths Trek program based on effective teaching and learning practices and provides opportunities for both explicit teaching and hand on learning.
- Talk for Writing – All staff completed further training in the delivery of the Talk for Writing program. The school developed, through professional development, a whole school scope and sequence and lesson planning documents.
- RULER – as staff have been trained in Marc Brackett's RULER approach to the teaching of Social and Emotional Learning.
- Berry Street – all staff have been trained and are implementing a trauma informed approach to child development and classroom practice.

## 2024 Reports

### Principal Report:

2024 has been another successful year at St Mary's. Whilst we have experienced our challenges, the collegiality of our staff and their willingness to show up each day and offer their best for the benefit of our students has been inspiring. Culturally, we have continued to build a working environment built on trust and psychological safety, and this has benefited our students who have shown through various opportunities that they appreciate their teachers and have healthy and respectful relationships with them. St Mary's is an enjoyable place to work, and for me to lead, because of the people I am surrounded by each and every day.

I would also like to thank our parents for the support they have offered us throughout the year, and the trust they have shown us in educating and caring for their children. It is an increasingly complex and challenging world that we are living in, and we know that the outcomes for our students are better when communication is respectful, learning responsibilities are shared, and the values of the school are supported at home.

### Catholic Identity

In 2024, we have had 24 students move through our sacramental programs (Confirmation 7, First Holy Communion 8, Reconciliation 11) The school continues to be a beacon of hope for our parish, and I would like to offer my gratitude to Fr Joseph for his support and guidance throughout the year. I would also like to extend my appreciation to Mrs Wright, Mr Skehan, Miss Dorozenko, Mrs Grubisa and Mr Busher for their contributions in coordinating the sacramental programs this year.

We have continued to foster a culture that embodies the “Spirit of Jesus” in the world, celebrating those who think, speak, and act in His likeness. The Making Jesus Real (MJR) program remains our key initiative in helping students grasp these principles and ways of living. The eight Mercy values of **forgiveness, courage, respect, compassion, service, justice, excellence, and determination** are vibrant within our school. They are also the cornerstone for the Christian outreach opportunities we have engaged in, including Project Compassion, Catholic Missions, and Our Lady of Assumption Parish’s hamper appeals.

On the 15<sup>th</sup> August, we celebrated the Assumption of Mary with a whole school Mass, followed by Mary related activities in the classrooms, a shared hamburger lunch, then a mission market afternoon where the students led fundraising games and activities. The day was a huge success, raising \$790 for the Parish Pastoral Council. The money was used through their hamper appeals to support people in need in the Donnybrook community. Thank you to Mr Skehan, Mrs Wright and the Feast Day Committee for their efforts in preparing for this occasion.

## Education

This year, we have continued our academic focus on enhancing our mathematics programs. In collaboration with numeracy consultants, we aimed to better understand and meet our students’ needs. We further developed a Numeracy Position Statement to guide our teaching strategies. We also transitioned from “iMaths” to “Maths Trek,” which better aligns with changes to the Australian Curriculum, whilst also providing opportunities for explicit teaching and hands-on investigative learning.

It has been pleasing to see our staff enhance their skills in delivering comprehensive literacy programs that include Talk for Writing, Letters and Sounds (K-Yr 2), and Soundwaves (Yr 3-6), along with innovative ideas, assessment practices and use of technology. It has also been admirable to see the efforts our staff have gone to in supporting new staff to upskill across these areas.

Miss Dorozenko took charge of the STEM program for Years 1-6 this year, and her efforts to make learning fun and engaging have been truly appreciated. STEM engages students in science, technology, engineering, and mathematics, helping them develop essential skills such as problem-solving, creativity, critical analysis, teamwork, independent thinking, initiative, communication, and digital literacy. This hands-on, investigative approach has become a favourite among our students.

We have continued to provide extension opportunities for our academically high-achieving students, who participated in two rounds of the BEBRAS Challenge and the Australian Mathematics Competition this year. Additionally, six students from Year 4, 5, and 6 combined competed in Tree Talks, a writing and speaking competition that evaluates their knowledge of writing structure, content, vocabulary and audience engagement. Students were selected for these opportunities through both standardised assessments and in class performance.

Early in Term One, our Year 3 and 5 students sat the NAPLAN Assessments. NAPLAN is a measure of a student’s abilities in Literacy and Numeracy, supporting schools in decision making both at the individual and cohort level. This year, we have been really pleased with our results which show that we are above national average in reading, writing and numeracy, with our areas for improvement being language conventions and spelling.

Once again, we have offered our students numerous opportunities to compete and develop their skills in various physical activities and sports. This year, they participated in multiple sporting clinics, swimming, winter sports, cross country and athletics. Thank you to Mr Skehan for his efforts in coordinating these opportunities across the school.

Mr Skehan also continued to provide opportunities for learning through the Arts program this year. His inspiring approach to the Arts has seen our students' continued improvement in playing the Loog Guitars, and other musical equipment. Most notably, the bucket drumming has been a hit, and it has been inspiring to hear the rhythmic sounds of drumming and see the engagement on our students' faces .

Again, this year, we have continued to delve deeper into the RULER approach for teaching social and emotional learning. RULER is an acronym for Recognise, Understand, Label, Express, and Regulate emotions. This framework provides valuable tools to help our students develop emotional literacy and self-awareness. Since emotions influence our learning, decision-making, creativity, relationships, and health, it is crucial to equip our students with the skills and strategies to become more emotionally aware and to handle challenging situations effectively. Next steps include helping students to better see and understand the perspectives of others and to further develop their strategies to engage their best self.

Our staff have also commenced training in The Berry Street Education Model (BSEM) which uses trauma-informed strategies to enhance student engagement, self-regulation, and academic achievement. In exploring BSEM, we aim to enhance our efforts in implementing RULER and continue to create supportive learning environments that address students' emotional and educational needs, fostering resilience and improving overall well-being.

## Community

As a community, we had the opportunity to come together earlier in the year for the P&F Sundowner at the Donnybrook Hotel. Whilst attendance was lower than usual, those in attendance seemed supportive of the school, the direction we are headed and keen to offer their support. Again, thank you to our P&F for coordinating this event.

Mid Term Two, we were afforded the opportunity for staff to visit Perth and learn from the creator of RULER himself Dr Marc Brackett. This professional development occasion also provided the opportunity for our staff to come together, reconnect, reset and continue to build upon the positive relationships we have developed over many years together.

Supporting our students to continue developing the skills, strategies and attitudes towards managing their mental health continued to be a focus throughout the year. In Term Two, our Year 4, 5 and 6 students attended a workshop presented by Phil Britten. Phil is a Bali Bombing survivor who now uses his story to inspire people internationally to make positive changes in their lives. He visited the teachers last year and his message was so profound that we saw it important to share with our students. This visit also provided an opportunity to host, with the support of the Donnybrook-Balingup Shire, a Men's Mental Health night. The event was attended by many sons, fathers, uncles, and grandfathers across the community and provided a great opportunity to connect with others and share in stories of triumph and tribulation.

In addition, we have had numerous events throughout the year where our staff, families, and community have come together to celebrate our school. These included Mother's Day and Father's Day, the school disco, the Inside Out 2 excursion, book reading night, sporting events, and of course, the Bogan Bingo night hosted by our P&F at the Shire Hall.

In Term Three, we also hosted our first ever St Mary's Got Talent. This initiative provided our students with an opportunity to showcase their dancing, singing and performing skills. The competition was well received by our students, and it was great to see them shine and grow in confidence. Thanks to Mr Skehan for his efforts in organising this event.

Our choir has continued to go from strength to strength under the guidance of Mrs Wright. Whilst it's a big commitment giving up your play time, our students have loved their weekly lunchtime choir sessions and

enjoyed the opportunity to perform in front of an audience; including at the Christmas concert, for the residents at Tuia Lodge and for the patients in the rehabilitation unit at the hospital. A big thank you to Mrs Wright for her efforts in coordinating the choir again this year.

## Stewardship

This year, a new teachers enterprise bargaining agreement (EBA) was accepted and registered with the Fair Work Commission. This agreement aimed to support teachers in better managing their workload and provide them with the right to disconnect – essentially supporting them in better managing their work life balance and mental wellbeing. The agreement also ensures that our teachers are paid the equivalent of our state counterparts for years to come. The support staff EBA is currently in negotiation and is expected to be accepted late this year / early 2025.

Additional to this, changes to the Work Health and Safety (WHS) legislation have impacted system level responses to staff safety and management of concerns (or notifications). One of the biggest areas requiring mitigation across the system is that of Psychosocial Hazards. Psychosocial Hazards are those hazards that impact either or both the physical or psychological state of staff. I have always considered my role to be one that supports our staff in turning up each day able to be their best self for their students. As a pastoral leader, I will always endeavour to work between staff and parents to ensure communication allows for the best outcomes for our students, your children; however, under the new WHS legislation, as a PCBU (Persons Conducting Businesses or Undertakings), I now have a legal responsibility to assess, manage risks and intervene when anything, or anyone, compromises the physical or psychological safety of our staff.

In managing the physical nature of the school in line with WHS legislation, St Mary's now has systems in place that align with CEWA executive directives, for the notifying and managing of work health and safety concerns. Concerns raised through this process have allowed us to manage risks across the school and either mitigate or remove them. Works undertaken in this area include electrical upgrades, paving and accessibility improvements. Thank you to Mr Manderson, Mrs Humphries and the School Advisory Council for their efforts and support in attending to WHS matters.

Last year I announced that St Mary's had won a grant with Talison Lithium Pty Ltd to support us in the building of a roof over our basketball court. I am happy to announce that Talison has now provided and transferred \$135,000 to St Mary's to cover the cost of the project. The project is due to be completed for the commencement of 2025 – if all goes well. The design for the project has been a result of negotiations between the capital development team at CEWA, the Office of the Bishop of Bunbury, the Shire of Donnybrook-Balingup, St Mary's administration and the School Advisory Council. A special thank you must go to Richard Hadley who visualised the plan and completed sun studies that supported us in achieving shire and CEWA approval.

This year, we employed Miss Moore into a middle leadership position driving health and wellbeing initiatives across the school. This appointment has been very much welcomed by our staff who have appreciated Chelsea's focus on staff wellbeing and ensuring people have what they need. She has provided an element of fun to our workplace and created a greater sense of engagement with our staff. Congratulations on a job well done Chelsea.

At the end of Term Two, we were invited to participate in the Assessment of Wellbeing in Education survey. The survey is a Catholic Education twice yearly trial assessment that aims to measure the wellbeing of the students from Years 3-6. Overwhelmingly, our students recognised the positive relationships they had with staff and that school is a place where they have strong friendships. The data also recognised the need to develop resilience amongst our students and to better support them in conflict management and/or friendship fires. Our students don't seem to be able to differentiate between bullying and having an argument with their friends. The survey also helped to identify students at risk which provided opportunities



for discussions with teachers, students and parents. Overall, it was a worthwhile activity that our students will again sit in March next year.

Also in Term Two, we commenced our first ever Pre-Kindy program. The program was a huge success that continued to grow throughout the year as children turned three. This program has been coordinated by Mrs Fiumano and Mrs Dixon-Hotchkin who have done a fantastic job and supported the school in strong enrolments for Kindy in 2025. Thank you, ladies!

In Term Three both Mr Skehan and Mrs Wright participated in contractual performance reviews through an external 360 review process. All staff were engaged in the process and whilst feedback provided individual opportunities for growth, they are to be commended on their successful reviews and the efforts they have gone to in upskilling in their roles and supporting staff along the way. It is obvious that they are truly respected amongst our staff and contribute positively to our school community. Well done to both of them.

This year, we have continued to grow as a leadership team with the support of Catholic Education leadership consultants. A different model this year has provided for both collective professional development and individual growth coaching. Our approach to leadership development continues to be recognised by our system with many school leadership teams approaching us for feedback on our journey and seeking similar opportunities for support from Catholic Education.

Last year we engaged with Catholic Education to create a marketing plan for the school. This plan has continued to support us in improving our social media presence across different platforms as well as working with external agencies in the publishing of different media including photos and videos. Many new enrolments have been secured this year with feedback noting that the campaign really highlighted the strengths of our school and connected with them on a personal level.

This year, we say goodbye to Mr Mark Busher. Mr Busher completed his final teaching practicum with us in 2023 and has taught in Year 4 this year. Mark has done an exceptional job in building relationships with the students and in upskilling to meet the demands of the job. Mark has plans to travel next year, and I wish him all the best in his adventures. We hope to see him back at St Mary's in the not-too-distant future.

Whilst we say goodbye to Mark, we do welcome another. Next year, Mrs Nicole O'Connor will join our team in a full time capacity. Nicole was the former Assistant Principal and Religious Education Coordinator at her previous school, St Francis Catholic School in Ayr, Queensland. Nicole has moved to town with her family. I am confident that with her experience, attitude towards learning and pastoral approach that she will be of great benefit to our students and community.

Finally, I would like to extend my appreciation to our School Advisory Council for their advice and support this year, and to the Parents and Friends committee for their efforts in friend and fund-raising. Thank you to our staff for continually showing up each and every day, putting our students first and working hard to create Christ centred and child focused learning environments. Thank you to my leadership and administration team including Mr Skehan, Mrs Wright, Mrs Humphries and Miss Moore who have worked tirelessly throughout the year to ensure school operations are in order and that we are continually striving to make St Mary's the best it can be for our students.

Lastly, at St Mary's we aim to graduate confident, compassionate and capable members of society. There will be ups and downs along the journey, but we believe we have the people and processes in place to support our students in becoming the next leaders of society who are prepared to go out into the world and lead with their heads, their hearts and their hands.

Thank you all for your support this year, and I wish you all a safe and enjoyable Christmas break with your family and friends.

Yours sincerely



Andrew Gammon  
Principal

### **School Advisory Council Chair Report**

It is my pleasure to present to the St Mary's School community the annual report on behalf of the members of the 2024 School Advisory Council.

The School Advisory Council (SAC) provides parents and members of the St Mary's School community with a structured way to provide support and expertise to our principal and school leadership team and plays an active role in nurturing and strengthening the Catholic culture of our school.

It has been our aim over this year to support our Principal, Mr. Andrew Gammon, to fulfil his responsibilities in leading the Catholic Identity, Education, Community and Stewardship functions of St Mary's, all in the pursuit of Catholic Education WA (CEWA)'s vision to be Christ-centered and child-focused. We would like to congratulate Mr. Gammon on another successful year at St Mary's in 2024 and express our gratitude for the capable and professional leadership that he offers to this school in fulfilling his role as Principal, and for his ongoing dedication to our students, staff and the wider school community.

Whilst the Principal's Report details the many successes, challenges and progress achieved over the year, special note is made of:

- The project to build a cover over the Basketball Court. This is an exciting addition that will see a wonderful improvement to the amenity of our school, with its proposed completion in early 2025. All of which is possible because of the generous financial support from Talison Lithium Pty Ltd, who granted the funds to the school to cover the project.
- The introduction of the three-year old (Pre-Kindy) Program, which is a significant step in our aim to boost future enrolments. The program is a credit to our early years educators who provide opportunities for the children to learn and grow, and ensure each child and family is supported in their introduction to our school.
- The myriad of extension and enrichment activities that have been offered to our students over the year, including the BEBRAS Challenges, The Australian Mathematics Challenge, the Tree Talk presentations, and the inaugural St Mary's Got Talent Competition.

I wish to acknowledge the contributions of my fellow members of the School Advisory Council, Richard Hadley, Gael MacNaughton (Secretary), Alex Nietrzeba (Deputy Chair), Tara Nietrzeba (Treasurer) and Amena Baghdadi (P&F Representative), who have all given voluntarily of their time to work alongside the school staff. Your advice, guidance and teamwork has been instrumental in the school community's success and progress over the past year.

We also offer our heartfelt thanks to the leadership and administration team including Mr. Luke Skehan, Mrs. Jo Wright and Mrs. Katja Humphries who have worked above and beyond throughout the year and always ensure that St Mary's is operating the best that it can to support our students' development and education.

The School Advisory Council also wishes to recognise the hard work and dedication of all of our teachers and education assistants. They have an ever increasingly difficult job, and despite the challenges that present themselves, they continue to show up for our children each day. It has been encouraging to witness how the staff have been willing and able to support one another over the year, and how they have all contributed to a positive school culture.

Finally, I want to acknowledge the executive team and the committee members of the Parents and Friends (P&F) of St Mary's. Their energy, enthusiasm, commitment and countless volunteer hours are to be commended. The contributions from the P&F to our school community in both fundraising and friend raising are all in an effort to enhance the educational experience of our children, and the School Advisory Council and the broader school community are genuinely thankful for it.

As we come to a close on the 2024 school year, may we all reflect on the year that has transpired with an openness to grow and learn, and may we look toward 2025 with much anticipation and hope.

Thank you for a wonderful year, and many blessings for a happy and healthy Christmas holiday season!

Merrin Lowe (Chair, St Mary's School Advisory Council 2024)