

2020

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Mary's Primary School

12 Short Street, SCONE 2337

Principal: Kim Wilson

Web: <http://www.scone.catholic.edu.au>



www.mn.catholic.edu.au

About this report

St Mary's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and 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.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. 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 be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

St Mary's Primary School is a wonderful rural school offering outstanding educational opportunities to its students, staff and parents. The school operates nine classes for just over 200 students.

St Mary's motto is: 'Teach Us Wisdom, Teach Us Love'. In everything we do in the school, the achievement of this motto is paramount. The school seeks to bring lived Catholic values and teachings to all who seek a Christian Education in the Catholic tradition.

The school believes that parents are the primary educators in the faith of their children and that faith formation is a lifelong process. The model for faith formation is where children learn about faith by putting it into action. Care for all in the school community through a strong Pastoral Care presence is central to the environment within St Mary's School.

The school seeks to assist all children to become life-long learners. Numeracy and Literacy is a strong focus. The school actively seeks to meet individual differences in classrooms by employing teaching strategies that ensure all children are catered for through a differentiated curriculum. Excellence in education is a high priority in the school.

Social and emotional learning is highly valued and the positive education program supports children's social and emotional development.

St Mary's School is a school that seeks to instil pride, commitment and humour in the children in its care. The children are challenged to achieve their best in an accepting, supportive and friendly environment.

I certify that the information in this report is the result of a rigorous school evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Parent Body Message

The Parents & Friends committee continued its positive role within the school community for 2020. The close relationship between the P&F and the school management led to the promotion of social events for parents to build community as well as fundraising events. The P & F also continued the school's involvement in community activities and celebrations. The P&F contributed funds to the school from fund-raising activities which enabled over \$45,000 to be raised and donated to the school. The highlight of the year was the creation of a new playground which the P&F supported 50% of the funds.

The P & F continues to help fund the employment of a Groundsman, the purchase of new books for the Library, the running of the school canteen and clothing pool and assisting needy children for school excursions. The strong partnership between the school and P&F committee is certainly a strength in our community.

Student Body Message

The school's Captains and Vice Captains led the school student body extremely well in 2020. These leaders also participated as members of the Upper Hunter Shire Council Youth Council, which continued to meet throughout the year despite COVID restrictions, which also restricted the activities that could be planned for 2020.

The school's Student Representative Council operated effectively during 2020. Meetings were held fortnightly under the supervision of the Assistant Principal. Students held their class positions for one term, thereby enabling a large number of students the opportunity to experience leadership. All students had the opportunity to present their ideas through class meetings and these views were conveyed to their Student Representative Council member, who presented these to council meetings.

The Student Representative Council conducted formal assemblies each term, giving children opportunities to improve public speaking, present reports and have greater ownership over student centred programs.

During 2020, the Student Representative Council took part in and promoted the following programs and activities that raised the profile of St Mary's in the local community:

- National Walk Safely to Schools Day
- Project Compassion – Caritas Australia
- Catholic Missions Appeal
- Assistance to children in Cambodia

The following usual activities were limited due to COVID-19:

- Scone Horse Week Festival
- Anzac Day and Remembrance Day celebrations
- Parish community building events and activities
- Christmas celebrations

School Features

During 2020, St Mary's continued its journey in Play Based Learning by undertaking a major refurbishment of the playground. The result is a KidsSafe Awards recognised outdoor learning area encompassing an enormous sandpit, dry creek bed, 'campfire' gathering space, performance stage, mud kitchen and our signature piece - a repurposed farming tractor. The space is popular at playtimes and well used for a variety of class learning.

St Mary's has:

- school hall, with kitchen and attached music room (piano, drums, ukeleles, percussion).
- library with a well stocked collection of fiction, non-fiction and junior fiction titles and staffed by a teacher and assistants.
- a hard working P&F committee operating the canteen, clothing pool and seeking to be involved in the local community through fundraising and social events.
- a variety of computing devices and technology, including robotics (Lego WeDo, Edison and BeeBot), interactive screens, laptops, ipads.
- Learning Support - Aboriginal Education Teacher, English as an Additional Language or Dialect Teacher, Learning Support Teacher and Assistants working with students with identified (NCCD) needs, Leading Teacher supporting the NSW Literacy and Numeracy Action Plan K-2.
- pastoral care through a Pastoral Care Worker, school counsellor and support from the Catholic Schools Office and agencies.
- Scone Out of School Hours, operated by council on site.
- St Mary's offers students a broad range of opportunities to support their learning and personal development:
- community partnership with Where There's a Will to build mental health through Visible Wellbeing
- regional and diocesan competitions in debating, public speaking, maths bee and spelling bee.
- participation in regional, national and international competitions, such as ICAS competitions (mathematics, digital technologies, writing, Science, English), APSMO Maths Olympiad, Science and Engineering Challenge.
- Gifted Education Lead School - identifying and supporting Gifted learners in the classroom and through referral, access and support to the Diocesan Virtual Academy for highly Gifted learners.
- access to sporting opportunities for participation and excellence, including the pathway through school, regional, diocesan, Polding, state and national representation in a variety of summer and winter sports.

- Upper Hunter Conservatorium of Music teachers conducting personal instrument lessons on site (extra curricula, organised through UHCM)

These facilities and opportunities support the provision of a quality education K-6 continuing the tradition of the Sisters of Mercy who founded our school in 1887. We seek to continue their work in reaching out to our community to be the Face of God to those in need, through:

- sister school to SIMS Cambodia
- annual learning about and fundraising for Catholic Missions
- student visits to the local nursing homes
- involvement in the local Youth Council
- mini-Vinnies promoting awareness and action

We welcome the support of families and community interested in advancing our vision 'to educate in the Mercy tradition of faith in action'.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
87	119	14	206

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2020 was 91.91%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.92	91.77	92.80	92.37	92.03	90.66	91.83

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	26
Number of full time teaching staff	10
Number of part time teaching staff	8
Number of non-teaching staff	8

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Despite COVID-19 putting a stop to much of our planned Professional Development, we were pleased to be able to undertake learning in the following areas during 2020 to complement our School Improvement Plan:

- NAPLAN writing (persuasive)
- Leading Learning Collaborative (Lyn Sharratt)
- Understanding English Orthography (David Hornsby)
- Exploring the learning and teaching of writing in the early years of school (Noella Mackenzie)
- Use of Digital Technologies to deliver curriculum (Zoom, Compass, Microsoft Teams)
- Successful Foundations (Kim Maroney and Cathie Harrison)

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

At St Mary's, Scone, we educate in the Mercy tradition of faith in action through:

- compassion
- hospitality
- service
- courage
- respect
- justice

to nurture the wellbeing of all.

We live our vision daily to ensure we build the school our founders and our community deserve.

We live our Mercy values through our charitable works raising awareness, funds and undertaking practical actions to support those in need. We partner with SIMS Cambodia, Catholic Missions, Where There's a Will, Visible Wellbeing and Hunter New England Health Good for Kids, Good for Life. We undertake actions in our local community, supporting local events through participation and volunteer work, visiting the local nursing homes and inviting the broader community to participate in open days.

We value our Catholic Identity and maintain a strong relationship with our local parish community the Blessed Virgin Mary, Queen of Peace, Scone. We celebrate mass with our parish at least once a term, and celebrate mass in class groups regularly. Liturgies are held

within the school to acknowledge important feast days, holy days and events. St Mary's continued to develop and share our faith throughout the 2020 lockdown using digital technologies such as facebook live and zoom.

In recognising the importance of family, St Mary's honours our community through liturgies and activities for Mothers', Fathers' and Grandparents' Day. Celebrated annually in late July, Grandparents' Day is our peak open day where we welcome grandparents and family from all over Australia to give thanks to God for the gift of grandparents who guide us in our faith. We share with them our learning and our time.

As a Catholic community, St Mary's works with Catholic Care, St Vincent de Paul society, Catholic Missions and the diocesan support agencies for the mutual support of our families and our community. We seek each day to be the Face of God in our world.

St Mary's Primary School, Scone: A community called to learn, serve and belong with Christ.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

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- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

Staff of St Mary's work collaboratively in Professional Learning Teams to provide deep analyses of data in Literacy and Numeracy to improve student outcomes across K – 6. Case Management Meetings form part of the strategic whole school approach to improve student outcomes, taking professional learning from a whole school level to an individual teacher's 'point-of-need'. The continuation of Successful Foundations in Year K - 2 gives children opportunities to show the infinite ways they express their interests, capabilities, needs, thoughts, feelings and imaginings by allowing students to explore, discover, negotiate, take risks, create meaning and solve problems – all the important foundations for developing literacy, numeracy and social skills.

The school has continued its partnership with Where There's a Will in embedding Visible Wellbeing as part of the teachers' pedagogy. A committee of staff members continue to work together as the VWB implementation team organising wellbeing activities for staff and students. The assistant principal has supported staff in developing the use of wellbeing practices to embed a culture of wellbeing across the whole school community.

Students again participated in the many diagnostic and standardised assessments such as PAT testing, ICAS testing, the Maths Olympiad and Newcastle Permanent Maths Test. The school also held its annual Spelling and Maths Bees and Public Speaking Competitions.

Students were able to access tutoring from the Conservatorium of Music. The school held a very successful Drama performance with all children participating in class dramatic presentations of the Mercy values which were filmed and put together to share with the whole school community.

The school's Aboriginal Education Teacher has continued to increase awareness of aboriginal culture of students within the school. All students have been involved in celebrating NAIDOC week and Harmony day to further improve the value of inclusiveness our school.

Students undertook a cohesive sporting program with the support of external providers through the Sporting Schools Project. Students participated in swimming, athletics, cross country, gymnastics and cricket. The Opens Rugby League team celebrated success in regional competition.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the CSO Student Well being and Pastoral Care Policy. The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all. The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies. There were no changes to the policy in 2020.

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During the 2020 school year the school conducted a bullying survey for students and parents. The findings of this survey have been analysed and used in the development of the 2021 School Improvement Plan. The Catholic Schools Office has established an Anti-Bullying Policy which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

The CSO launched an Anti-Bullying Handbook for schools. The guidelines outlined in the handbook reflect the requirements of the Catholic Schools Office (CSO) Student Anti-Bullying Policy and provide information for our school community to work together to prevent and address issues of student bullying.

The Diocese of Maitland-Newcastle has established a Complaints Resolution Policy which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the Complaints Resolution Policy may be accessed on the School's website, the administration office or at the CSO website at this link: <https://www.mn.catholic.edu.au/about/policies/> .

St Mary's follows a whole school approach to behaviour management that adopts proactive strategies for defining, teaching, and supporting appropriate student behaviours to create positive school environments. Students learn that we are all responsible for developing a safe, respectful and inclusive community to support our quality learning environment. Teachers support the students in developing an understanding of what positive behaviours look like, sound like and feel like in the school environment. The "Gotchas" reward system is an easy system for teachers to acknowledge expected student behaviour. "Gotchas" were awarded in the classroom, playground, library or school excursions.

School student leaders and class representatives worked under the guidance of the Assistant Principal to discuss and bring to light suggestions for student led activities (eg: kindness week, support for initiatives raising awareness of social justice issues, etc). Students gave their enthusiastic support of the Upper Hunter Youth Council through attending meetings in person and over Zoom conferencing.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Throughout the course of the year, St Mary's worked hard to achieve the following areas of improvement:

- The implementation of the new collaboratively developed Mission and Vision Statement to reflect of connection with the Mercy traditions through the school community.
- Development of Professional Learning Teams to provide a deep analysis of data to influence teaching and learning across the school.
- The expansion of play based learning into the playground with the development of an amazing and award winning addition to our playground.
- The implementation of a Positive Education curriculum to focus on wellbeing for all in our school community.
- The implementation of several new WHS policies and procedures to ensure successful participation in external WHS audit process
- Participation in Case Management meetings to identify needs of individual students and cater for their needs across the curriculum.

A whole school focus on the improvement of writing across the school and the use of data to see growth and to achieve the best for each child. Children are identified on our school data wall.

Priority Key Improvements for Next Year

Key improvements for 2021 across 4 key areas:

1. Catholic Formation and Mission

To embed the new Mission and Vision Statements into practice
Develop a Faith Formation Plan for the school

Highlight the moral purpose of a Catholic School in educating the whole child

2. Learning

All students have achievable learning goals through differentiation of the curriculum
Whole school focus on identification and support for Gifted students
Participation in the Successful Foundations program for school transition
Whole school focus on writing and spelling improvements and professional learning

3. Leadership

Formulate a detailed Professional Learning plan linked to school improvement and APST
Participation in the Leading Learning Collaborative Professional Learning

4. Wellbeing and Partnerships

Embed Visible Wellbeing pedagogy into school practices and curriculum
Implementation of Positive Education Scope and Sequence
Strengthening partnerships with parents via several modes of communication and support
of P&F Association Federation

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Feedback from facilitated parent survey in 2019 indicated a high degree of satisfaction with the school. Parents felt that the school was a welcoming community which provided opportunities for students, both in respects to the curriculum and with extra-curricula activities. A significant majority of parents felt the school catered for the needs of their child.

The survey indicated that parents felt there was communication but it was not always consistent so 2020 saw St Mary's continue to send home a standard termly newsletter in each stage, regularly update our website and facebook page to streamline communication. The School Management System (Compass) was extended to the use of surveys and interview bookings.

The P&F also explored different P&F models however COVID19 halted these discussions as our meetings went online.

Many whole school events had to be cancelled or modified to suit COVID-19 restrictions which opened up new forms of communication and parent involvement.

Student satisfaction

The student body continues to be well represented by student leadership initiatives such as the Student Representative Council (SRC), Upper Hunter Shire Council's Youth Council and in-school student leadership development. The strength of student satisfaction is evident in the broad participation of senior students in these initiatives and their ongoing focus on social justice in their world. Students recognise that they are fortunate and constantly seek to improve their world through Anti-Bullying initiatives, Project Compassion, Catholic Missions, a St Vincent de Paul group and fundraising to support Cambodian schools.

The ACER Social and Emotional Wellbeing survey, a facilitated survey of students in Years 1-6 is used to ensure an ongoing, measurable and reflective tool for student satisfaction with the school, their class, their peers and their lives. These indicated students at St Mary's feel

supported and safe at school. An overwhelming majority of students felt the staff were interested in them and could be approached for support when needed.

Students main area for school improvement was the physical space, to which the school and P&F responded positively with the development of a significant playground upgrade occurring in 2020.

Teacher satisfaction

Staff retention at St Mary's, Scone continues to reflect that St Mary's is a valued workplace which recognises the unique gifts and contributions of all members. All staff were involved in the process of reviewing and renewing the school's Mission and Vision Statements. Staff reflections and anecdotal observations of this process highlighted the cohesive nature of the staff and the correlation between the values of the school and the values of each staff member.

Staff also participated in several facilitated surveys, both of which indicated that teachers feel supported and valued in their work. A focus of 2018-2020 has been increasing communication with and involvement of staff in the Annual School Improvement Plan. Teacher survey results indicate that they are more aware of and involved in the setting and fulfilling of school improvement goals. Teachers expressed a sense of purpose in their individual role in meeting the set goals.

Teacher satisfaction is also evident in the vast array of extra-curricula undertakings led by teachers on a voluntary basis, including excursions, camps, lunchtime clubs, sporting activities and opportunities for extension challenges.

The COVID-19 pandemic in 2020 though many major challenges to our staff who admirably rose to the challenge and embarked on new and exciting ways to teach and engage with students and our school community.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,987,250
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$591,601
Fees and Private Income ⁴	\$386,104
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$89,611
Total Income	\$3,054,566

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$84,692
Salaries and Related Expenses ⁷	\$2,282,374
Non-Salary Expenses ⁸	\$641,293
Total Expenditure	\$3,008,359

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT