St Mary's Catholic Primary School
Rockhampton

2025 Annual School Report

Meaning for Life

Catholic Education
Diocese of Rockhampton

St Mary's Catholic Primary School, North Rockhampton

Catholic Education Diocese of Rockhampton

Principal

Mr Simon Warren

Address

135 Nobbs Street
North Rockhampton QLD 4701

Total enrolments

346

Year levels offered

Prep – Year 6

Type of School:

Co-educational

School Overview

St Mary's Catholic Primary School North Rockhampton St Mary's Catholic Primary School North Rockhampton, founded by the Sisters of Mercy in 1900, maintains a strong and proud connection with our founding order.

Our school motto 'To Love and Serve' is based on the Mercy charism and provides a living example of how we interact with each other as we build positive relationships, promote school and family partnerships, and ensure close ties with parishioners. We provide a nurturing, supportive, holistic, faith-based education for approximately 350 students from Prep to Year 6 and provide programs for Outside School Hours and Vacation Care.

Our classrooms have been created to ensure students and teachers have the resources and space they require to maximise learning outcomes. We take pride in our academic, cultural and sporting excellence as well as our students' continual and progressive learning gain. Our staff members are committed to providing the highest quality of Catholic Education. They dedicate themselves to working with students to achieve academic excellence and are skilled in designing learning for all students and fostering opportunities for all children to achieve their full potential. Specialist teachers implement STEM, Music and Physical Education programs. Students can participate in instrumental music programs, interschool sport and community events. An essential aspect of student learning development is the relationship between school and home, and we welcome parental support and participation. Our school has a wonderful community atmosphere that is very welcoming of new families.

More information on our school can be accessed from myschool.edu.au

Curriculum Offerings

Distinctive Curriculum Offerings

Founded by the Sisters of Mercy in 1900, St Mary's Catholic Primary School maintains a connection with our founding order and highlights the Mercy charism as our religious character.

St Mary's Catholic Primary School has fourteen classes from Prep to Year 6. Classes average 25 students. The school is organised so that classes of each year level are located together and closely work with each other. Shared lessons are not uncommon and consistent assessment processes are evident in each year level. Non-contact time is scheduled so year-level teachers can ensure consistent curriculum delivery across the year level. Specialist teachers are employed in the areas of Health and Physical Education, STEM and The Arts. Our prep curriculum is unique in that we use the Early Years Curriculum Guidelines which is based on the play and inquiry approach to learning as well as the Australian National Curriculum.

Extra Curricula Activities

All children participate weekly in the Junior (Prep – Year 2), Intermediate (Years 3 & 4) and Senior (Years 5 & 6) choir. Instrumental music tuition in guitar, woodwind, percussion, strings, brass, voice, keyboard, and piano is available for children from Prep to Year 6. Children from our Prep through to Year 6 represent our school in the local weekend touch football fixtures. Years 5 and 6 students participate in intraschool sports fixtures – hockey, rugby league, netball. Years 3 and 4 students participate in our intraschool sports fixtures Newcombe Ball, T Ball, basketball, Diamond Cricket, and netball. Senior students are involved in the annual Challenge Cup netball and rugby league competition with other Catholic schools in our Diocese. The Year 6 students attend a week-long camp in Term 1. Students have opportunities to participate in school and community life: school chess competitions; interschool Math Teams Challenge; University of New South Wales competitions in Mathematics, Science, Spelling, Writing and Englis and the CQU Robotics Challenge. Throughout the year, the students are involved in a variety of cultural programs including Youth Touring Cultural performances, Life Education, the NAIDOC Week Mass and the ANZAC Day ceremonies, Father's Day, Mother's Day, Grandparents Day, Under Eights Week, Mission fundraising for Caritas and the Catholic Missions and other various community charities. Each year, we Adopt-a Family through St Vincent de Paul and provide Christmas hampers for them as well as supporting the 'Adopt a Student' program. During Catholic Education Week, families donate a school item to help disadvantaged children to succeed at school. Our Year 1 classes have a partnership with Leinster Place Aged Care.

How Information and Communication Technologies are used to assist learning

Teachers throughout our school use technology to enhance learning in different ways according to the age group of students with whom they are working. All classes have access to either interactive whiteboards or VIVIs, laptops, chromebooks and individual iPads from Years 4-6 that are used across key learning areas.

Classes access online learning sites such as Reading Eggs, RAZ Reading, RAZ Vocab, Mathseeds, Study Ladder and See Saw from school and home. Probots and Beebots are used in basic coding. Teachers and students access digital libraries, and Google Classroom is used extensively for learning and home tasks.

Social Climate

Strategies to Promote a Positive Culture

Emotional wellbeing and positive mindsets are priorities for the healthy development of our students. Our school counsellor is available to all students on-site and our behaviour management policy and approach is based on three tenets: Be Responsible, Be Respectful and Be Safe. Prayer and reflection are important aspects of our daily life with the whole school beginning the day with prayer before each break and at the end of the day. All classes take a short 'prayer break' at midday each day. Students regularly attend weekly Mass with the parish. Families are supported when preparing their child for the celebration of the sacraments. When enrolling a student at St Mary's, it is hoped that the whole family feels a sense of belonging to this special community from the first day. Our community focuses weekly on a virtue based on the gospel for the week. This virtue helps the community to reflect daily on how we make Jesus present to others by our actions. The virtue of the week is also linked to relevant Catholic Social Teaching and the Achievement Awards given by teachers on a weekly basis. Buddy programs between younger and older students and Peer/Mercy Groups across all year levels are integrated into the life of the school, promoting positive relationships between older and younger students and creating a family-like atmosphere. Awards, recognising the many positive attributes of students, are presented at weekly assemblies.

Cyber Safety and Anti-Bullying Strategies

Our school has implemented Diocesan Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues and invites educators from organisations such as Cybersmart to present to parents, carers, students, and teachers. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. The school community is keeping up to date about developments in this area. Our School Board has reviewed our Behaviour Management program and written guidelines to support the Diocesan Anti-Bullying policy. The Child Safety Curriculum is integrated with Catholic Education's Respectful Relationships program across all year levels during Term 2.

Strategies for involving parents in their child's education

The St Mary's community is open, welcoming, encouraging and accepting. Parents and carers experience a sense of belonging and being welcome. Parents are invited to become involved in their child's education through the following groups and activities: School Board and Friends of St Mary's, social gatherings such as our school discos, movie nights, F.O.S.M. Welcome Dinner, Year 1 Nativity Play and Christmas concert, Grandparent's Day, Mother's Day and Father's Day events, Under Eights celebrations, weekly liturgies and assemblies, sporting carnivals and coaching, classroom and excursion help, helpers and convenors for tuckshop and Breakfast Club, St Mary's Fair, and parent education sessions offered by the school such as the 'Virtues Project.

Reducing the school's environmental footprint

St Mary's has registered as an Earthsmart & Recycling Hero School and completes a waste audit annually with the assistance of the LGAQ Earthsmart representatives. As a result of these audits, a number of initiatives have been sustained of the last four years including: the establishment of a variety bins for waste management that are monitored in the playground by students, default print settings to optimize paper usage, recycling paper, paperless agendas and reports for as many meetings as possible, electronic distribution of the school newsletter and accounts, increased recycling in the staff room, classrooms and offices. We ask parents and carers to find more environmentally friendly ways to pack lunches. Air conditioners have timers and are only used during the warmer months. To save

energy, we have over 300 solar panels to help reduce our carbon footprint and improve our sustainable practices. All waste food is composted and used in school vegetable gardens.

Characteristics of the Student Body

St Mary's is a school community of approximately 345 students from 223 families who come from most areas of North Rockhampton, South Rockhampton, Yeppoon, Gracemere and surrounding suburbs. Located close to the business district of Rockhampton's Northside, St Mary's has an esteemed reputation in the Rockhampton community for providing quality education with strong inclusive practices. Many people comment on the positive, caring community feel of the school and the strong family atmosphere. We have many second, and even third generation family members in our community. St Mary's has students form a range of cultural and language backgrounds. Countries represented include: the Philippines, Papua New Guinea, USA, Brazil, New Zealand, England, Ireland, France, Sweden and Vietnam. Students who identify as Aboriginal and/or Torres Strait Islanders comprise 8% of our student population. In recent years, the annual turnover in our student population has remained below 5%. We have a waiting list for some year levels.

Average student attendance rate (%)

The average student attendance rate for 2025 was 92.04%.

Management of non-attendance

Parents are asked to contact the school providing reasons for non-attendance. An electronic roll is marked twice daily at 9:00am and 2:00pm, and a text sent to families if unexplained absences are detected. Contact with parent or caregivers is made if the student is absent for three days without notification. Analysis of attendance occurs regularly to track and respond to possible attendance issues. Catholic Education 'Procedures for Managing School Attendance and Absenteeism' provide guidance in addressing instances where non-attendance becomes a concern.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	First Nations Staff
Headcounts	25.00	29.00	1.00
Full-time equivalents	22.60	19.03	0.76

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	95.83%
Diploma	4.17%
Certificate	

Major Professional Development Initiatives

All our staff participate in induction and professional development for Student Protection and Workplace Health and Safety. Our teaching staff also participate in Professional Development (PD) for Religious Education, Bishop's

Inservice Day, Berry Street Trauma Informed Practice and Curriculum. School supported PD has included anaphylaxis training, Teaching and Learning Framework, Google Classrooms, data analysis, Diagnostic Reading Assessment, Religious Education, Spelling and Word Study, the Promoting Literacy Development Program and the Maths Project. Education Support Officers have attended two days of professional development at a regional level and also attend fortnightly school-based PD sessions. Inclusive Curriculum teachers attended an annual Learning Support Conference. The percentage of teachers engaged in professional development was 100%.

Total funds expended on Professional Development

The total funds expended on teacher professional development was $39,560.00.

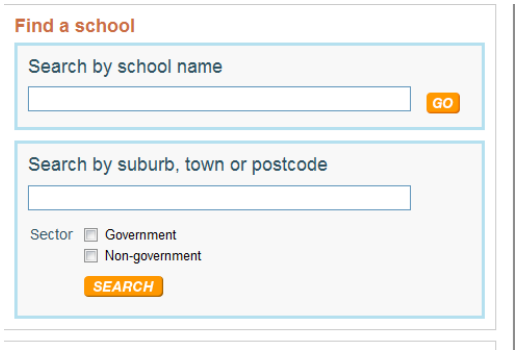
Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 96.61%.

Percentage of teaching staff retained from the previous school year was 91.94%

School Income

http://www.myschool.edu.au/.
(The School information below is available on the My School website).



National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

Both anecdotal and statistical data from NAPLAN Year 3 & 5 tests as well as diocesan assessments support the notion that St Mary's is providing a sound education for students enrolled at the school. However, national testing is only a snapshot in the overall picture of holistic education and these results belong within a context. Some year levels will perform better than others due to the cohort of students coming through at that time. All teaching staff conduct formative and summative assessment opportunities each term, and the data from these assessments is analysed in detail to inform future planning. We cultivate an environment of high expectations for all learners. Reading Assessments are instigated twice a year, and the progress of every student is tracked and analysed throughout their time with the school. Other assessments are used according to individual needs to ascertain areas that require extra support. At St Mary's, we welcome all who seek a Catholic Education and its values, and therefore our students

come from diverse backgrounds with a wide range of abilities. The social, physical, emotional, and spiritual dimensions of learning are as equally valued as the academic at our school as we challenge learners of all ages to be reflective and self-directed.

Strategic Improvement Progress and Next Steps

Strategic progress in 2025

To strengthen Catholic Identity across the school by intentionally embedding faith-based markers, including the integration of virtues within the Year 3–6 Stairs (Years 3/4 and 5/6), and by establishing clear connections between Mercy values and Scripture. This includes explicitly linking these elements to the life and charism of Catherine McAuley, drawing on her inspiration from the teachings and example of Jesus Christ, as observed and expanded upon from 2024 into 2025. Focus was placed on the physical environment of the school with two large projects undertaken. Commissioning of the Creation Story crosses and stand was completed. 'Virtues' were printed on each of the stairs to be present and visible to be reminded daily of our core values and beliefs.

The finalisation of whole school overviews of KLAs starting with English and Mathematics, was shared with staff and displayed accordingly in 2024. It became easy to refer to when looking at curriculum content across all the year levels and was adjusted when needed. This successfully stopped teachers from choosing the same content, for example, text type and rich texts as other year levels, as it is clearly set out, as to what resources different classes are using. This year, 2025, we are focusing on HPE, Science and Technology and transitioning to Version 9 of the Australian Curriculum in these learning areas. The school-wide Spelling Framework designed to improve student learning outcomes in spelling was developed last year and implemented in Prep to Year 2 classes. This year it has been extended throughout the whole school, which enhances the school-wide analysis and discussion of the systematic collection of data on student learning. We also placed importance on creating 'thinking classrooms for the students. The staff attended a school-based PD where different strategies and ideas discussed and trialed, ready for use in the classroom. At Teacher Meetings throughout the term, time was given for teachers to talk about different strategies they used and to collaborate with peers. The availability of Wellbeing data allowed for more focused responses to incidents.
Provision of clear Professional Development expectations linked to school priorities and personal needs was provided to all staff members. The leadership team developed a plan and booked the relevant specialists to support the staff with their needs and interests, as well as providing scheduled time each term for professional learning group teacher meetings. This gave leadership team members the opportunity to provide ongoing coaching, feedback to teachers as well as foster collaboration between teachers in these groups.

Strategic Priorities for 2026

2026 School Improvement Plan

The School Improvement Plan is a working document. As such, the school leadership team will meet multiple times each term to review the planned strategies associated with each school goal, monitor progress towards the set targets and adjust where needed.

- To improve the consistency and rigour of assessment in Religious Education by embedding collaborative moderation practices that support accurate use of the A–E Achievement Scale. To build teachers (in Prep to Year 6) capacity to assess student achievement in Religious Education using the A–E standards, with clarity, and a deep understanding of cognitive verbs. Teachers will design curriculum-aligned lessons and assessments that reflect Catholic tradition, personal and cultural context, and offer students meaningful ways to demonstrate learning through written, oral, or visual modes.
- Mathematics engagement from Prep to Year 3. Our goal is to improve student engagement and conceptual understanding in Mathematics. Revisiting the Maths Project will be an importnat part of this. Aim is to build teacher knowledge of the strategies that extend students' understanding of problem solving and enquiry-based learning.
- To implement a whole school approach to student mental health, enagement and wellbeing. To implement trauma informed practices throughout the school.
- Establish and implement professional learning plan that articulates professional learning processes, systems and structures tailores to meet the needss of all staff. Provision of clear profession Development expectations linked to school priorities and personal needs.

Parent, Teacher and Student Satisfaction

Student leaders, on behalf of the student body, met with the principal each term to discuss topics of interest to them and to develop a plan to implement any suggestions if appropriate. Staff meetings were designated each term to provide opportunities for teachers to discuss any concerns or suggestions; and teachers of each cohort (P-2, 3-4, 5-6) met twice a term with a leadership team member to consider these issues in more depth. Education Support Officers were given similar opportunities during their fortnightly meetings. P&F and Board meeting agendas included parent feedback on a variety of issues which were addressed where appropriate.