St Mary’s Primary School, Williamstown

2014 ANNUAL REPORT
to the School Community

REGISTERED SCHOOL NUMBER: 0078
## Contents

Contact Details ........................................................................................................................................... 2
Minimum Standards Attestation .................................................................................................................. 2
Our School Vision ....................................................................................................................................... 3
School Overview ......................................................................................................................................... 4
Principal’s Report ....................................................................................................................................... 5
School Education Board Report ................................................................................................................ 6
Education in Faith ....................................................................................................................................... 12
Learning & Teaching .................................................................................................................................. 14
Student Wellbeing ..................................................................................................................................... 17
Leadership & Management ....................................................................................................................... 20
School Community .................................................................................................................................... 22
Financial Performance ............................................................................................................................... 24
VRQA Compliance Data ........................................................................................................................... 25
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### Minimum Standards Attestation

I, **James Sheedy**, attest that **St Mary’s Primary School** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

_**St. Mary’s School, Williamstown, is a Catholic community with a proud history.**_

_We strive to live the Gospel and promote excellence through an engaging curriculum and innovative educational opportunities, so as to nurture a love of learning and assist all members on our journey through life to make a difference in our world._
School Overview

St Mary’s Primary School is located in the bayside western suburb of Williamstown. St Mary’s School, Williamstown commenced in May 1842. It is the oldest continuously operating school in Victoria.

The school has a rich Catholic history educating the children of the parish beginning with fourteen students under the instruction of the first Principal/teacher, Mr John Wilson. The Charism of Mary MacKillop is embedded in the school. The Sisters of St. Joseph staffed the school from 1900 to 1999 with increasing lay teacher and administrative support. We are fortunate to have a community of Sisters living in our parish today with Sr Patricia as the parish Pastoral Associate.

The present red brick building was built in 1925. It is the fourth school building constructed on this original site. The Building Education Revolution (BER) project in 2010 saw the completion of additional classrooms. School loans and fundraising enabled the major playground refurbishment to be completed at the same time.

St Mary’s is primarily a two stream school. There are 357 students in our school from 226 families. The fourteen classrooms are made up of two classes at each year level with the exception of our three year 3 and three year 5/6 classes. The school has a strong academic focus. There are specialist classes for Italian, Physical Education and Music. There are a range of extra curricula activities available for students to access.

The parent community has a strong commitment to the school providing generous support in so many ways. The Advisory Board, its working parties and the Parents and Friends Association are very active in achieving positive outcomes for the school and growing the school’s reputation in the wider community. Their contribution is significant.

St Mary’s has continued to develop and extend community learning partnerships with Hobson’s Bay Council, City West Water, Bird Life Australia, Parks Victoria, Clean up Australia and Friends of the Wetlands. We also have significant community service partnerships with the local St Vincent De Paul Society and the Senior Parishioners monthly mass and luncheon.
Principal’s Report

This report represents the second year of St Mary’s School Improvement Plan 2013 – 2016. The detail in this report provides an excellent summary in each of the five core spheres.

The focus on enhancing each staff member’s professional skills and knowledge is high on our list. We continued last year’s initiative of utilizing specialist consultants to work with our staff and parent community. This strategic support, in addition to that provided by our specialist curriculum support staff, resulted in our students’ achieving excellent growth in their learning. The school’s take up of the new Australian curriculum has been achieved smoothly due to our teachers’ excellent skills and teaching practices. We have benefitted from the provision of a purposeful and consistent approach to curriculum design and delivery over recent years as is evident throughout this report.

The work of our Advisory Board continues to expand with various working parties that have been set up. I have appreciated the advice of the Board members again this year. They provide a broad perspective which is so essential in our increasingly complex education environment.

The Parents and Friends Association has continued to encourage a positive school community culture. Their numerous social and special events this year again proved successful and it was evident that numbers have increased. This is a good sign and, hopefully, this will transfer into a few more taking up the responsibility of actively participating on the Parents and Friends Committee.

Once again our Parish Priest, Fr.Greg, continued to provide great support to our parish school community. His generosity of spirit and his tireless work is very much appreciated.

Everything contained in this year’s report is for the benefit of our students. I express my gratitude to each of you for supporting us in educating your child in this parish school.

I am pleased to present this 2014 Annual Report to the Community.
School Education Board Report

School Education Board Report 2014

Welcome to the 2014 Annual General Meeting of St. Mary’s Parish Primary School Williamstown Advisory Board. Our Board is an Advisory body which exists to provide a conduit between parents and the school and to assist the Parish Priest and School Principal in an advisory capacity in all matters pertaining to the efficient management and development of Catholic education at the school. Although our board is not a decision making body, it does have capacity to influence outcomes as it provides for consideration being given to popular opinion or concerns based on parent viewpoints. Matters relating to staff employment and curriculum remain the responsibilities of the Parish Priest and Principal.

I would like to thank the members of this year’s board and their commitment in working through this year’s objectives and leading our working parties. Ms Leanne Dillon, Ms Christine Muecke, Ms Jackie Marcina, Ms Rose McVicar, Mr Joe Covelli, Mr Steven Sagona, Mr Ray Clarke (Retired) (Parent Representatives). The support and advice provided to Father Greg Trythall (Parish Priest) and Mr Jim Sheedy (School Principal) is truly appreciated and has made a positive impact on what has been achieved this year.

This year the Board embraced the working party committee structure to ensure with added resources we could achieve our targeted goals. It meant that the Board worked more closely with teachers, parents and the wider community to focus on achieving our desired outcomes more effectively. Achievements this year included, creating the plan and commenced strategy to ensure we can optimise our tax deductable Voluntary Building Fund in 2015, wrote and/or reformatted 12 school policies with most ratified using a standardised template approach (new policies will continue to be added to the school portal), success with Hobsons Bay Council with stages 1 and 2 of McLean reserve rectification works now complete, worked with Mr Sheedy to appoint the architects to commence the 1st stages of our master plan, made progress in making our school more sustainable, and improved the way we communicate through the Skoolbag App.

Outcomes from our Committees:

1. Voluntary Building Fund Committee

The “St Mary’s Williamstown Parish School Building Fund” is endorsed by the Australian Tax Office as a registered deductible gift fund and donations from the school community, general public and local businesses are most welcome. All contributions made are fully tax deductible. The generous and widespread support of the fund will protect the integrity of our buildings and provide for a greater learning environment for current and future students.

The School Advisory Board established the Voluntary School Building Fund to raise additional capital for major building works. As the oldest, continuously operating Catholic school in Victoria, St Mary’s has a rich and proud history of education on a site with buildings of heritage significance. Like many buildings and homes in Williamstown, our 1925 structure requires some major foundation works and refurbishment of the last 8 classrooms will ensure optimal learning environments for our children.
Going forward the Voluntary Building Fund Committee will concentrate on marketing the fund. All the Capital Works projects identified as being in need will now be managed by the Capital Works Committee.

The Voluntary Building Fund Committee is currently conducting a feasibility study and working on the Strategic Plan for determining the future funding needs for Capital projects which are in need.

As a result of this plan we will be launching a Capital Appeal program similar to that undertaken by the Parish prior to June 2015. The program will be voluntary but we are keen to ensure we can get a good participation rate. A committed pledge over a specified period of time will ensure we can maintain our school for our children and for future generations. Father Greg has committed to pledge $100k in total to the school over the next 3 years from the parish. The generosity of many in the past and present has ensured we have the school we are so proud of today. All pledges will be tax deductable.

Many other schools do not offer such a program and impose a Capital Maintenance Levy which is not tax deductable to support the up-keep of their schools. The Advisory Board will work closely with the Parents and Friends Committee next year to support each other in developing fundraising activities which may be deductible. Thank you to the P&F Committee for their ongoing support.

2. Sustainability Working Group Committee

St Mary’s has a commitment to introducing and developing sustainability into its core activities of teaching and operations. The Sustainability Committee, promotes and co-ordinate the development and implementation of sustainability initiatives across all areas of the school.

Jackie Marcina and Rose McVicar, along with other members of the Parent Sustainability Team continued to work towards the main objective of obtaining a 5 star rating for the ResourceSmart AuSSI Vic Sustainability Certification and to promote environmentally sustainable practices at the school.

Achievements this year include:

- The Parent Sustainability Team consists of 9 parents and Dominique Dybala as the teacher representative. The team meets every fortnight.
- Grade 6 students this year have also participated in the committees initiatives.
- Students Green Team remained active. They designed a survey to collect data around travel habits, which was feed into the review of the Travel Smart Policy. They also ran a ‘slogan’ competition within the school, to encourage/challenge the school community to change its behaviour in relation to sustainability.
- Developed new Travel Smart Policy – encouraging more children to walk, ride to school. A Travel Smart survey was undertaken to compare results from 4 years ago. Even though the government no longer supports the Travel Smart Program, St Mary’s has elected to continue this important initiative.
- Obtained a $10k grant for the school to be used in the area of sustainability. The grant was used to insulate and draught proof the Prep classrooms. Other options considered for the grant included investigating the idea of getting blinds in classrooms with north facing windows and replacing light globes to more energy efficient lighting. Solar panels to school building were also a consideration.
• Obtained the AussiVic 3 star status. This has accredited us from the “Transforming” to “Sustaining” level.
• The Committee had a stand at this year’s fair and many families and visitors to our fair had fun mixing their own smoothies with the blend and mixer bicycles.

The main aim for 2015 will be to continue working on ResourceSmart AussiVic Sustainability Certification. With the base star rating soon to be established, next year St Mary’s will look at new projects to be initiated, with the ultimate aim for St Mary’s to achieve a 5 star rating.

3. Building & Maintenance Committee (McLean Reserve Refurbishment)

The Advisory Boards continued discussions with the Hobson’s Bay Council has resulted in MacLean reserve having further funds allocated to its redevelopment in the Hobson’s Bay Council budget.

Stage 2 of improving the reserve has now been completed. This stage saw the pathway along the school fence line from Parker to Cole St re-instated and the development of a nature play area between the school fence and pathway. The nature play area includes a sand play area, stepping and fallen logs, extra seating, hopscotch and planting.

The outcomes achieved in McLean Reserve must be attributed to past board members who have worked closely with council to achieve this favourable outcome which will benefit our school and the wider community. Thank you for your persistence which has seen a considerable improvement in the reserve for current and future students.

4. Capital Works Committee

The Capital Works committee was re-established this year to work closely with our engaged architects to implement the School Master Plan.

The scope of works which will be undertaken is dependent on how much we can raise. Father Greg has accepted the Board’s recommendation for works totalling $1.5 million to be planned on the contingent that funding is available.

The first stage to be undertaken is for a root barrier and associated works to be installed along the Cecil Street side of the school buildings. The estimated cost to complete these works is $140,000.

Assuming funds are available other works which will be undertaken and overseen by the Committee include the:

• Underpinning of the 1925 school building.
• Refurbishment of 8 classrooms.

Works will commence in 2015 with the aim of all works to be completed prior to our 175th Anniversary celebrations in 2017.

A full project briefing to the school and wider parish community will be provided in May of next year.
5. IT/Communications Committee

St Mary's continued its commitment to move forward in this technologically changing world of ours.

Many families have embraced our new initiatives by reading the abridged newsletter online and downloading the Skoolbag App. Usage of the parent portal initially increased once some families overcame their logon issues. It has been noted though that most parents now only use the portal to view reports with a small number accessing the full version newsletter. As more parents upgrade to Smartphone's the Skoolbag App has become the most highly used tool to source school information.

A Communications Survey was also conducted and the results indicated:

- The Skoolbag App was very popular and by far the most commonly used tool by parents to receive information from the school.
- Parents were commonly unhappy about the difficulty in accessing the Parent Portal especially because it cannot be accessed from tablets or smart phones.
- Parents were generally confused and unhappy about why only the abridged newsletter was available on the Skoolbag App and website.
- Very few parents are accessing the Parent Portal on a regular basis. It is mostly being used to access reports.

Consideration was given to providing school reports via the portal only, and not providing a paper copy in the future. The school has determined that reports will continue to be printed. This is what parents want and the Catholic Education Office is developing a web based program that will encompass online reporting for all Catholic Primary Schools. This will render the parent portal programme obsolete in the future. The portal will be replaced with the parent communication and information centre which is ready to go live. This is a web based programme that is accessible from tablets and smart phones. It will be launched at the start of next year and offers enough security for parents to be able to access the full newsletter.

Skoolbag App will also be supported and remain active.

Privacy and copyright implications are now covered off in our Privacy Policy which is in line with the new legislation.

An "Acceptable Use Policy for Parent Portal" has been written and ratified. It can be found on the school website and all users will be bound by this policy.

6. Policy Framework Committee

Our school reviews its policies in a cyclical process, and relies on Board input and discussion for this to occur. Board members Christine Muecke and Leanne Dillon have spent many hours prioritising the review of all our policies. The format of all our policies has been standardised. During 2014, twelve policies were either written or re-formatted. All have been reviewed and most ratified. Any new policies which are being written that are relevant to parents/carers are now available to be viewed on our school website.

Next year we aim to review and ratify another ten policies.
Other Issues addressed by the Advisory Board this year included:

School Uniform Review

The current school uniform was reviewed this year. The Advisory Board and parents in our school believed our uniform had too many options and that over the years new items continued to be added to the uniform but none removed. This created a blurred vision of what constituted the compulsory uniform.

A school survey was conducted to understand what our school community thought of our current uniform. The results indicated the uniform had too many choices and as a result our uniform did not present well.

Survey results indicated a consolidation of uniform was required. A phase in period would be required but the end result would be our school children will look smarter when wearing their uniform with pride. (Phase in period will not apply to preps of 2015. They will lead the school by wearing the consolidated uniform).

A consolidated uniform will ensure children abide to wear the correct uniform and have an appropriate uniform for each season. The consolidation in uniform will also ensure our supplier can commit to ensuring the quality of the uniform will improve.

A school uniform policy is being finalised and will be on the school website early in the New Year.

Committee Profiles

In 2015, we will continue to encourage the development and support of further working parties. We are currently drafting profiles for working committees. This will provide guidance to anyone who wishes to join a working party, the purpose and intended outcome of the working committee. Skill-sets will also be included ensuring those who wish to join can contribute in an area for which they have an interest and the relevant skill set. One of the new committees in 2015 will be the 175th Anniversary committee to start planning for this important event in 2017.

Action which has been taken to manage future funding and balance budgets

• School fee increases in line with recommended CEO increases next year.
• Promotion of St Mary’s Williamstown Parish Voluntary School Building Fund
• Parish School Building Fund Committee establishing strategic plan
• Architect selected to work with Capital Committee to implement master plan.
• Investigating taking on a significant loan for capital works.

School Profile and Community Education

Achievements in this area include the following:

• After a successful quadrennial planning review in 2013, 2014 represented the second year of our new strategic plan. The Board reviewed the Annual action plan with the key emphasis this year being on intense maths, spelling and restorative justice.
• Therese Sheedy (a leading psychologist in restorative practices) hosted 2 parent sessions on Restorative Practices. These sessions gave parents an introduction to the concept and an understanding of the professional development being undertaken with teachers in this area. Therese spoke of how and why restorative is being taught and practiced in the classroom. The sessions were run in the interest of supporting parents increased knowledge and understanding to extend its application outside of the classroom and school playground environment. Restorative Practices will be an ongoing program in our school.

• Hosted a parent information evening on the topic “Gifted & Talented Children in the West”. The evening was an opportunity to explore research and developments in the area of gifted education and how schools could cater for this in their curriculums.

• Reviewed the SRC Insight survey with the randomly selected participants. The anonymous survey is completed by staff, students and a random selection of parents. The use of the opinion data as a measure of the schools performance is used to determine where improvements can be made. The information gained from the survey is used to inform and direct plans for the school. Parents who undertook the survey this year were invited back to discuss the results. The constructive feedback from this session was documented. Due to the success of this process and the quality feedback, it has been decided that a parents evening for all future participants will be scheduled each year. Thank you to all those who participated. Your input is highly valued.

• Enrolment forecast – opted to stay with composite in 5/6 area. Class sizes and total school size at St Marys will remain constant for the next 4 years. Current structure ensures we maintain literacy, special needs and numeracy programs with our current resources.

Conclusion

As Chairman of the Board this year, it has been rewarding working with Mr Jim Sheedy, Father Greg and the Parent representatives.

I wish departing teachers Ms Kelly Noonan, Ms Anita Fewster and Ms Vanessa Simiele all the best on their new appointments and know all will be sadly missed for all the effort, enthusiasm, positiveness and achievements they have contributed to our school over the years. I would also like to extend a warm welcome to Ms Brittany Rickman, Ms Rebecca Middleton and Ms Ellie Counihan who will be joining our teaching staff in 2015.

Welcome to the 22 new prep families and an additional 2 new families in other year levels to our school next year.

Thank you to all the departing families. Your support and generosity to the school over the years has been much appreciated. Even though your child’s primary education at St Mary’s has come to an end, I hope you and your child can cherish many happy memories. You are still part of our parish and always welcome.

Yours Sincerely,

Charles Attard
School Board Chair
St Mary’s Parish Primary School Williamstown
Education in Faith

Goals

- To strengthen the Catholic culture of St. Mary’s community.
- To enrich prayer life
- To open people’s awareness to a developing maturity in their faith

Intended Outcomes

- That the Charism of St Mary of the Cross MacKillop is embedded in our school culture.
- That the community makes explicit links between their faith and life.
- That students are engaged in a Religious Education program that reflects contemporary approaches to learning and teaching
- That there is full implementation and documentation of the R.E Curriculum

Achievements

St Mary’s has sustained its rich culture built on the faith practices and traditions of our Church. As a school we have continued to recognise and celebrate important events and dates in the Catholic Liturgical Calendar and those identified as significant to St. Mary’s. Year level Sunday Family Masses provided an opportunity for parent involvement. Parent Education and building Parish/School links continue to be an integral part of the role of the Religious Education Leaders. The Parish and School Leaders have a close working relationship. Sacrament workshops bring together all Parish children and their parents. Year 5 and 6 students, through their involvement at Senior’s Mass continue to create a culture of respect, care and compassion. Father Greg Trythall supports the School/Parish connection through welcoming new families at the presbytery prior to their child starting school. The Insight SRC data shows improvement across all areas of the parent and student Catholic Climate responses.

Throughout the school there is a continued focus on deepening student knowledge of Mary MacKillop and her legacy. Religious education Leaders attended the 2 day Mary MacKillop Colloquium at the Heritage Centre. The Senior Charism Team Student Leaders visited the Mary MacKillop Heritage Centre to build on their capacity as Christian leaders in the school. As part of our ongoing commitment to the Mary MacKillop spirit and a sense of Social Justice, the students and staff collected Christmas hamper items to donate to Joseph’s Corner in Yarraville; an organisation under the Mary MacKillop banner that assists families in the West who are effected by drugs.

This year the major focus for teacher professional development in Religious Education was contemporary Catholic curriculum practises with references to Gospel stories. This was facilitated by Denise Arnel. In 2014 we continued a learning partnership with EarthSong which focused on extending staff adult faith and explored ways of bringing this new learning into the classroom.

To build understanding of contemporary approaches to learning and teaching, the Religious Education Leaders regularly attended Western Zone Network meetings. The Religious Education Leaders attended the Melbourne Conference for Religious Education Leaders. The implementation and documentation of the Religious Education Curriculum is ongoing. Teachers
have continued to build their understanding of assessment in Religious Education to effectively report on children’s progress which resulted in the introduction of progression points for Religious Education studies as per Archdiocesan policy.

VALUE ADDED

- Social Justice action
- Teacher professional development through staff meetings (EarthSong, Curriculum, Prayer)
- Continuing connections between Mary MacKillop Heritage Centre in order to build student leadership
- Shared role for Religious Education Leaders
- Attendance at Religious Education Leaders Network
- Strengthening links between school and parish, with greater liaison with the pastoral Associate
- Strengthening the partnership between the Fr. Greg Trythall (Parish Priest), Sr. Patricia Stone (Pastoral Associate) and the School for the planning for Family Masses at each level
- High attendance at Family Masses
- Commissioned a beautifully crafted set of Godly Play figurines
Learning & Teaching

Goals

To embed strategic, purposeful and consistent contemporary, teaching and learning opportunities.

Intended Outcomes

That there is full implementation and documentation of the Australian Curriculum
That the curriculum reflects a global environmental focus and cultural recognition
That student performance achieves high expectations particularly in English, Mathematics and Science
That students are highly engaged, self-directed and self-motivated learners able to meet their individual learning needs, maximising available resources for anytime anywhere learning

Achievements

- St. Mary’s has a comprehensive assessment schedule which tracks student progress in literacy, numeracy, science and wellbeing. Data is collected and used for teaching and learning. The key assessment resources are Australian Council of Education Research (PAT Reading Comprehension, Mathematics, Science Literacy and Student Wellbeing), the Catholic Education Office Literacy Assessment Project, Literacy Observation Survey and Success in Numeracy Education clinical interview.

- The major focus for teaching and learning in 2014 was the continued deepening of the teachers’ mathematics pedagogy and practice. The evidence-based approach from years Prep to Grade 6 continued. Throughout the year, the teachers worked with the Mathematics Association of Victoria to further depth their knowledge. Rich Assessment Tasks became the vehicle for students to demonstrate their mathematical skills and knowledge.
The Australian Curriculum – English was fully implemented. A comprehensive assessment schedule ensured ongoing monitoring of student literacy progress which was used to inform teaching and learning. Spelling and writing were the major focus for Professional Learning Teams. In addition there was continued involvement in Catholic Education Office and Melbourne University professional learning projects in Literacy.

The Resource Smart AussiVic initiatives continued to be implemented throughout whole school with a positive impact on classroom pedagogy and curriculum. St. Mary’s achieved two-star certification and completed three of the five modules.

The environmental sustainability program at Jawbone Reserve at Year 5 and 6 levels continued. Students at this level developed workshops on water quality, macro-invertebrates, native plants and the impact of litter on Port Phillip Bay for the National Landcare Conference and the Kids Teaching Kids Conference. Year 4 participated in learning programs at the Queenscliff Marine Discovery Centre and the Jawbone Marine sanctuary. The school was nominated by Hobson’s Bay Council for a Coast Care award. There was a continuation of several Learning partnerships related to the Science curriculum, namely Bird Life Australia, Melbourne Water, Hobson’s Bay Council and Parks Victoria.

The Italian curriculum was further developed to include an Italian Language Enrichment Program for Year 3 and 4 students. This resulted in the students winning the New Entries Category at the Geelong and District Italian Poetry Competition.

The Music program continued to be developed with a whole school choral performance held in the school hall over several night-time and daytime performances.
St. Mary’s continues a strong physical education program with students participating in a range of District, Zone and State level events.

**STUDENT LEARNING OUTCOMES**

NAPLAN results for Year 3 trend data 2012-2014 shows that the school continues to achieve above State and National results in Reading, Writing, Grammar and Punctuation and Numeracy. Writing has made significant growth throughout this period and continues to perform well above State and National levels. Spelling has made gains over the period and results in 2014 are well above State levels. The Year 3 data shows that students at the 90th percentile are achieving above the State in all areas in 2014.

NAPLAN results for Year 5 trend data 2012-2014 shows that the 2013 cohort’s results dipped compared to the 2012 cohort’s results. However, in 2014 the school achieved above the State median in Reading, Writing, Punctuation and Grammar, Spelling and Numeracy. At the 75th percentile, the Year 5 data shows that student achievement levels were above State in Reading, Grammar and Punctuation and equal with the State in numeracy.

NAPLAN data in 2014 indicates student achievement levels in the lower 50th percentile are significantly higher than the State average in both Year 3 and Year 5 in all areas.
Student Wellbeing

Goals & Intended Outcomes
To empower students to be confident, independent and resilient learners and leaders.

- That students demonstrate increased understanding of the five core competencies in Social and Emotional Learning
- That students apply preferential thinking in making choices and reaching solutions.
- That teachers report on general capabilities and cross curricula priorities
- That there is full implementation and documentation of the Australian Curriculum
- That students demonstrate empathy for each other and members of the school community with an understanding of the common good
- That the learning environment is positive and engaging

Achievements
In the positive and supportive environment the students at St Mary’s have grown in confidence, independence and resilience.

At the beginning of 2014 we embarked on our three year journey to becoming a Restorative Community. Leadership at St Mary’s had a strong belief that Restorative Practices would be successful due to the consistent teaching of values during the previous years. The theory of Restorative Practices was introduced to staff, both teachers and learning support officers, and it was not long before restorative language was being used in the classroom and the yard. This enabled the school to move towards a culture of restoring relationships. Further professional learning to develop teacher skills and understanding included planning with the Student Wellbeing Leader, in class tutoring and feedback. This resulted in the staff becoming increasingly confident practitioners. In term 4 a parent information session on RP was well received, opening up the channels for teachers to advise parents that restorative conversations were held to resolve situations.

Parent education was offered both at the school and in the community with a focus on “Mindfully raising successful children” This opportunity for the training was so well received by the community that it will be offered again in 2015.

In line with Catholic Education Office Policy, teachers have planned, implemented and reported on Social and Emotional Learning through actively teaching the skills of the personal and social capabilities of the Australian Curriculum.
A pilot project with RMIT saw St Mary’s engage a Social Work student. The success of the project was through the student planning and implementing intervention strategies in conjunction with the classroom teachers.

Our Travel Smart program has developed to its current profile through consistent messages and a high level of promotion in the community. St Mary’s is very proud of its On Road Bike Education Program as it gives students the skills and behaviours to ride, scoot or skate in their local community.

The 2014 year concluded with the administration to Year 3 - 6 ACER Social and Emotional Wellbeing Primary Survey. The survey results indicated that 83.2% of cohort falls into the high, very high and highest levels social and emotional wellbeing, maintain our percentages in this range.

To support the community in the responsible use of online activities the school engaged an IT manager. This led to formalization of an IT team that resulted in a complete rebuild of our communication systems for student, parents and staff. We have achieved effective protocols that have enabled safe and secure communications.
Non – attendance of students is managed by classroom teachers using the electronic Roll Marking section of Reporter Pro. Teachers mark the roll twice daily using a selection of codes for present and absences. The school expects that parents notify the school via email, online app, phone call or note of any absences. All absences received via the school office are immediately passed onto teachers. In some cases written absentee notes are handed to teachers when the student returns. The school protocol for late arrival and early departure is a sign in, sign out procedure at the main office.

Unexplained (no note) ongoing (2-3 days) absence of a child are noted and reported to the Principal. In all cases an investigation follows which will be a telephone call to the family for an explanation.

Attendances are confirmed through the Catholic Education Virtual Network monthly as a check on Commonwealth Government attendance compliance requirements.

VALUE ADDED

- Consistent teaching of explicit Social skills
- Circle time used to embed the language of values and restorative practices
- Mindfulness practices included in staff professional learning
- Ongoing Year Level Planning with student Wellbeing Leader
- Year 3-6 students trained in On Road Bike Education,
- 3 staff members trained as On Road Bike Education Instructors with 8 staff completing their re-accreditation
- Provision of onsite flu vaccinations for staff
- Embedding of Active Travel Philosophy
- Students, parents and staff increasingly accessing the Information Centre

STUDENT SATISFACTION

The second year of the year 5 and year 6 classroom structures resulted in 76 students being surveyed. The results indicate that student responses are in the top of the middle 50% range in learning confidence, student motivation and connectedness to peers. Our results evenly maintained in this 2013 -2014 period
Leadership & Management

Goals
To further strengthen the culture of shared leadership for continuous school improvement.
To sustain a high performing school planning for the future within its global

Intended Outcomes
That staff professional growth is enhanced through quality support and feedback.
That staff are further empowered to participate in decisions about their work linked to the SIP/AAP.
That there is full implementation and documentation of the Australian Curriculum
That the school will utilize its finances and funding through global budgeting to achieve its SIP.

Achievements
The continuing focus for curriculum development this year was deepening the Teaching Learning and Assessment skills and knowledge of all our teachers. They were supported by a structure that included highly skilled literacy, mathematics, wellbeing and science /special projects staff.

Our commitment included engaging several external consultants over the course of the year. This included a very successful partnership with MAV on the teaching and learning of mathematics. The relationship with Earth Song continued on from the 2013 conference with the focus being Adult Faith in regard to the Creation Story. Ms Denise Arnell complemented this with several sessions focusing on Scripture. The Year 5/6 teachers and Principal attended the Edutech Conference with our newly appointed IT Manager. This was a key point to our initiating the use of technologies in enhancing learning teaching and assessment in the classroom. Our Literacy/Special Needs Coordinator and the IT Manager attended the Spectronics conference with a view to improving our utilisation of online learning resources. Four of our learning support officers and our IT Trainee technician were sponsored to undertake their Certificate III and IV Education Support which they will complete successfully in 2015.

This year’s Staff Occupational Health and Safety priority strategy involved working with a consulting psychologist who facilitated a number of mental health workshops. These focused on meditation, mindfulness and personal self care. The benefits of this included increased comradery and staff morale.

The School Advisory Board were key contributors to Leadership and Management through establishing the St Mary’s Parish School Building Fund, the use of technologies in communications and the formation of Sustainability, Building and Maintenance, Policy and Uniform Working Parties. The school is blessed with the quality of members on our Board. Their commitment to the ‘common good’ for the education of our children at St Mary’s was again evident in their advice and support for the Principal, staff and wider school community.

Our Parish Priest Fr Greg is our greatest advocate for education in this community. His generous, considered support is invaluable. He courageously upholds the responsibility of being a custodian for faith development and education in St Mary’s School.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

The professional learning aspect for staff is a key component of our endeavours in providing teaching of the highest standard.

There is internal and external time structured into our operation. All staff attended a range of professional learning opportunities regional or diocesan clusters and specific curriculum or administrative training sessions including conferences.

There were four major curriculum projects involving action research throughout the year in English, Mathematics, Religious Education and Wellbeing. External consultants were engaged to support the teachers and support staff in their work. The Maths Association of Victoria facilitated numerous teacher sessions with a focus on Rich Assessment Tasks. The Earthsong consultancy continued for a second year. This year we also appointed an I.T. manager on a 0.4FTE basis to assist with supporting teacher practice and resource development. Internally our Professional Learning Team structure focussed on English and Mathematics with all teachers participating on a weekly basis. Staff meetings were generally dedicated to either curriculum or adult personal development in Religious Education, Information Technology, Well Being and Science.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL 23
AVERAGE EXPENDITURE PER TEACHER FOR PL $3022

TEACHER SATISFACTION

The highest response from teachers affirmed their experience of the students’ positive behaviours and responses at both class and school level. The challenge of managing the complex work demands was evident in the data.
School Community

Goals
To be a welcoming community.
To strengthen and sustain St. Mary's School as a dynamic outward facing community.

Intended Outcomes
That the collaborative relationship between school, home, parish and the wider community is strengthened and that parent involvement is maintained.

Achievements

- St Mary's continues to strive to be an outward facing community. We are committed to sustaining a welcoming environment that builds collaboration between the school, families and Parish.

- There were again numerous opportunities for gatherings as we have in past years. It was evident that attendance at our community events such as Fathers’ Day and Mothers’ Day continue to grow in terms of numbers present. The biannual fair was a highlight with several thousand people attending and enjoying our community’s hospitality. Events such as these are obviously valued by our community.

- The presentation on the Stages of Development of children by a psychologist enhanced the beginning of year parent information evenings. This led to the psychologist providing parents with mindful parenting sessions through the model of paced learning. These sessions were sponsored by the School Advisory Board as a part of their commitment to parent education in our school.
• The Principal has continued to welcome prospective families to the school by providing a individual ‘walk and talk’ tour of our school in operation. This process gives families the unique opportunity to best understand and consider the mutual commitment to educating their child at St Mary’s Parish Primary School. Fr Greg Trythall also met individually with families as part of their welcome to our Parish School with particular regard to the strong parish/ school relationship.

**PARENT SATISFACTION**

The Insight SRC parent opinion survey data was consistently positive with improved satisfaction levels recorded in 13 of the 19 categories. It is evident that parents are increasingly recognising that there is strong teacher morale in our school. An enhanced appreciation for the work of the teachers in managing the students and providing a stimulating learning environment was affirmed in the post survey parent feedback session. This session, facilitated by an external consultant, was attended by the leadership team and School Advisory Board members.
# Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent income</td>
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</tr>
<tr>
<td>School fees</td>
<td>$294,563</td>
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<tr>
<td>Other fee income</td>
<td>$161,285</td>
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<tr>
<td>Private income</td>
<td>$49,648</td>
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<tr>
<td>State government recurrent grants</td>
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</tr>
<tr>
<td>Australian government recurrent grants</td>
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</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>$3,133,241</strong></td>
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<tr>
<td>Recurrent Expenditure</td>
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<tr>
<td>Salaries; allowances and related expenses</td>
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<tr>
<td>Non salary expenses</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
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<tr>
<td>Capital income and expenditure</td>
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<tr>
<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
<td>$164,394</td>
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<td>Other capital income</td>
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<td><strong>Total capital income</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
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<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>$392,056</strong></td>
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<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>$330,624</strong></td>
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Note that the information provided above does not include the following items:
- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fee.
VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
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<tbody>
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<td><strong>YR 03</strong></td>
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<tr>
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<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
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</tr>
<tr>
<td>Writing</td>
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<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Spelling</td>
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<td>-2.0</td>
<td>100.0</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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<td>-2.0</td>
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<td><strong>YR 05</strong></td>
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<tr>
<td>Reading</td>
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<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
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<tr>
<td>Writing</td>
<td>97.8</td>
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<td>2.2</td>
<td>100.0</td>
<td>0.0</td>
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<tr>
<td>Spelling</td>
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<td>2.2</td>
<td>97.6</td>
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<td>Grammar &amp; Punctuation</td>
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<td>100.0</td>
<td>0.0</td>
<td>97.6</td>
<td>-2.4</td>
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</table>

**NAPLAN Year 3**

![bar chart showing NAPLAN Year 3 data]

**NAPLAN Year 5**

![bar chart showing NAPLAN Year 5 data]
### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>95.45</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.77</td>
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<tr>
<td>Year 3</td>
<td>94.23</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.86</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.51</td>
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<tr>
<td>Year 6</td>
<td>96.24</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>94.84</td>
</tr>
</tbody>
</table>

### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 91.56% |

### STAFF RETENTION RATE

| Staff Retention Rate | 88.00% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Degree</th>
<th>%</th>
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<tbody>
<tr>
<td>Doctorate</td>
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<tr>
<td>Masters</td>
<td>17.39%</td>
</tr>
<tr>
<td>Graduate</td>
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<tr>
<td>Certificate Graduate</td>
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<tr>
<td>Degree Bachelor</td>
<td>91.30%</td>
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<tr>
<td>Diploma Advanced</td>
<td>39.13%</td>
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<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
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### STAFF COMPOSITION

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<tr>
<th>Class</th>
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<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>26</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>20.340</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>11</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>8.909</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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