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 ..................................................................................................................... 8
Learning & Teaching ............................................................................................................... 10
Student Wellbeing ................................................................................................................... 15
Leadership & Management .................................................................................................... 18
School Community .................................................................................................................. 20
Financial Performance ........................................................................................................... 22
VRQA Compliance Data ........................................................................................................ 23
## Contact Details

| ADDRESS       | 118 Cecil Street  
|               | Williamstown VIC 3016 |
| PRINCIPAL     | Mr James Sheedy |
| PARISH PRIEST | Fr Greg Trythall |
| SCHOOL BOARD CHAIR | Mr Steven Sagona |
| TELEPHONE     | (03) 9397 7926 |
| EMAIL         | principal@smwilliamstown.catholic.edu.au |
| WEBSITE       | www.smwilliamstown.catholic.edu.au |

## Minimum Standards Attestation

I, James Sheedy, attest that St Mary’s Primary School, Williamstown 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
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 354 students in our school from 225 families. The fourteen classrooms are made up of two classes at each year level with the exception of our four year 5/6 classes. The school has a strong academic learning focus in Religious Education, English, Mathematics and Science. The Personal and Social capability and the Information and Communication Technology (ICT) capability as well as Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures Cross-curricula priorities are embedded in our practise. 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, Melbourne Water, Bird Life Australia, Parks Victoria, Clean Up Australia and Friends of the Williamstown Wetlands. We also have significant community service partnerships with the local St Vincent De Paul Society, the Asylum Seekers Project and the Senior Parishioners monthly mass and luncheon.
Principal's Report

This year, 2015, is the third year of the St. Mary’s School Improvement Plan 2013-2016. This report brings together the key improvement strategies and many of the achievements in each of the five spheres of the plan: Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management, and School Community.

The focus on refinement of the intended outcomes and the key improvement strategies has enabled the development of a report that clearly demonstrates the school’s achievements throughout the year. The commitment to the development of teacher professional skills has allowed us to continue in our growth as a school.

The Advisory Board continue to be an invaluable support of the development of the school. The working parties provide a range of advice and support for our complex school environment. I value the contribution of the board members. St. Mary’s Parents and Friends Committee also contribute to the positive culture of the school. They provide opportunities for the families to connect with and support the school. The fundraising efforts of the P&F enhance the targeted provision of facilities, furniture and equipment that the school could not otherwise afford to purchase. The members of the committee work on a range of events and activities were well received.

Our Parish Priest, Father Greg, continued to be a critical support of my role and the work of the school. Father Greg is a strong presence in our community. His inclusive and welcoming nature allows him to develop positive relationships with all members of our parish community. His leadership and guidance this past year is appreciated.

This report is a reflection of St. Mary’s commitment to our students. It is with much pleasure that I present this 2015 Annual Report to the St. Mary’s community.
School Education Board Report

In line with its mission, the Advisory Board continued in 2015 to “act with prayerful reflection and integrity to assist and advise the Parish Priest and Principal in the efficient management and development of Catholic education at St Mary’s Primary School Williamstown”. At the outset, I wish to thank Board members Mr Charles Attard, Ms Leanne Dillon, Ms Christine Muecke, Ms Jackie Marcina, Ms Rose McVicar and Mr Joe Covelli for the energy, passion and commitment they each brought to the task. I trust the that Advisory Board’s deliberations and counsel during 2015 assisted and supported in meaningful way Father Greg Trythall (Parish Priest) and Mr Jim Sheedy (School Principal), whose strong and inspired leadership the school community is fortunate to enjoy.

Some of the key discussions in which the Advisory Board engaged during the year included consideration as to future class structure and size, financial planning in the face of funding challenges, and the maintenance of a positive parent culture in the true Catholic tradition. The Advisory Board sponsored a series of seminars on Positive Parenting and continued to maintain a strong interest in the school’s excellent academic outcomes and in the results of the annual parent survey.

During 2015, much of the Advisory Board’s work was undertaken via Working Parties and Committees. In particular, the Capital Works, Policy & Procedures and Sustainability working parties, along with the School Building Fund and 175th Anniversary committees provided focussed consideration of relevant issues. Each of these groups was led by or included advisory board member representation, whilst also harnessing the skills and interests of other members of the school and parish communities. This structure resulted in the staging of events and initiatives which helped support and enrich aspects of the curriculum and the life of St. Mary’s more broadly, whilst also ensuring that matters which came before the Advisory Board had been widely explored and that discussion was well informed.

The work and achievements of the Advisory Board through its working parties and committees during 2015 included;

- **Capital Works Working Party:** Continued planning of a major upgrade to the 1925 school building, including stabilisation and refurbishment of eight classrooms.

- **Policy and Procedures Working Party:** Reviewed and monitored a number of policies including the Travel Smart, Grievance Policy, Social Media, Staff IT, Anaphylaxis & Food Sharing, and School Uniform policies.

- **Sustainability Working Party:** Focused on waste reduction and gaining 5 star accreditation for energy efficiency, as well as taking an active role in National Ride to School Day activities.
• School Building Fund Committee: Undertook a feasibility study into the establishment of a three-year pledge campaign to support the planned capital building project, with the campaign due to launch in 2016.

• 175th Anniversary Committee: Commenced planning a series of events and celebrations to mark the school’s 175th year in 2017.

On behalf of the Advisory Board and the wider school community, I extend my thanks to Fr Greg Trythall, Mr Jim Sheedy and his staff, and the many active volunteers whose work benefits the current students of St. Mary’s and enriches the life of the oldest, continually operating Catholic school in Victoria.

Steven Sagona
Chair, Advisory Board
St. Mary’s Parish Primary School Williamstown
Education in Faith

Goals

- Developing a school community that has a clear Catholic identity based on contemporary understandings and knowledge of and commitment to Social Justice, witness to and the celebration of God’s presence.

Goals

- To improve community understanding and practice of Catholic Social Teaching.
- To continue to further celebrate and know about the history and traditions of the St. Mary’s community.

Achievements

Using these key strategies the achievements in Education in Faith are:

- All staff attended a 2-day professional learning and faith development with Denise Arnell *Social Justice: Courageous and Provocative Thinking*.
- Development of a scope and sequence for the Earthsong curriculum to reflect the expanding inclusion of an eco-centric spirituality with the Religious Education (RE) curriculum.
- Targeted support from the Religious Education Leader (REL) to assist with planning RE curriculum and school masses.
- Established Parish/School/Community *Way of the West* social justice project to support the work of the Asylum Seeker Resource Centre.
- The REL attended Catholic Education Melbourne Western Region networking days.
- Formed planning committee of Staff, Parents and Community members for 175th celebrations in 2017.
- Collected items for the Joseph’s Corner Christmas Hampers.
- Raised money for Caritas and Mary MacKillop Foundation.
- Selected staff attended a two day colloquium on the impact of Sister Mary Mackillop at the Mackillop Heritage Centre.
- Evaluated our Catholic Identity through the Catholic Education Melbourne (CEM) *Enhancing Catholic Schools Identity* program.
- Continued celebrations of Faith through Feast Days, class masses, family masses and paraliturgy celebrations.
- Participated in Sacrament workshops for students receiving Communion and Confirmation.
**VALUE ADDED**

- Social Justice action through *Way of the West* ASRC project
- Teacher professional development and adult faith development through staff meetings and conferences (EarthSong, Curriculum, Prayer)
- Maintained our connection to the Josephite sisters
- Continuing connections between Mary MacKillop Heritage Centre in order to build student leadership
- 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
- Strengthening links between school and parish, with greater liaison with the Pastoral Associate
- High attendance at Family Masses
Learning & Teaching

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

Intended Outcomes

- To further improve student performance particularly in English (writing), Mathematics and Science
- To enrich and broaden learning opportunities in The Arts and Languages Other Than English

Achievements
Using these key strategies
- Building capacity
- Action research
- Learning partnerships
- Use of ICT
- Identifying, targeting and tracking performance opportunities, the achievements in Learning and Teaching are:

Mathematics
- Introduction of Australian Maths Trust program for students in years 3 to 6.
- All students in years Three to Six entered Australian Maths Trust competition.
- All students in years Three to Six engaged in weekly specialised problem solving maths challenges, targeted to their individual needs.
- Selection as a pilot school to trial Pattern and Structure Assessment (PASA) in mathematics, with individual assessment interviews for all students in years Prep to Two.
- Engagement of Maths Association of Victoria (MAV) Consultant Jen Bowden for extensive paced professional learning and in-class coaching.
- Jen Bowden, MAV Consultant, training and facilitated Maths games day with students.
- Selected senior students attended games day at Lumen Christi, Point Cook.
- Three staff members selected to present Building Problem Solving Skills and Extending Children in Mathematics at the MAV 2015 Conference.
  •
Literacy

- Staff Professional Learning in 7 Steps Writing Workshop with feedback at whole school level for staff.
- Selected staff participated in Literacy Assessment Project (LAP) action research project.
- Commenced Prep to Six writing scope and sequence based on Australian Curriculum Victorian Essential Learning Standards (AUSVELS).
- Whole staff Professional Learning for Literacy Planet resource allowing targeting of individual needs for school and home based activities.

Science and Sustainability

- Graduate staff member selected for BushBlitz 2015 in Olkola, Queensland to facilitate science research within an indigenous community.
- Nine Year Five and Six students selected via a submission process to present a workshop at the Melbourne Water Kids Teaching Kids conference.

- Year Five and Six continued environmental sustainability and science program at Jawbone Reserve, completing workshops on water quality, macro-invertebrates, native plants and the impact of litter on Port Phillip Bay.
• Collaborated with Hobsons Bay City Council Sustainability Officers for the Year Three *Newport Lakes* and *Witness King Tides* programs.

![Collaboration Photo](image)

• Continuation of Year Five and Six Canberra five day camp, adapted to suit AUSVELS requirements.
• Continuation of Year Four Big Day Out to Queenscliff to enhance AUSVELS curriculum in history and science.
• Achieved three-star certification within the *Resource Smart AussiVic* (RSAV) initiative.
• Two leading teachers selected for Catholic Education Melbourne (CEM) and Monash University Science Teaching and Learning (STaL) action research project *Emerging Pedagogical Leaders*.
• Year Five and Six teachers selected to expand science education through the Contemporary Approach to Primary Science (CAPS) program with CEM.
• Selected students and staff members presented at the CEM Gifted and Talented Conference 2015 on *The Use of Assessment Data to Improve Science Learning*

**Information and Communication Technology**

• Implementation of needs based Information and Communication Technology (ICT) support for classroom teachers, learning support officers and school leadership.
• Recognition and implementation of ICT coaching support during planning time.
• Supported attendance at ICT conferences, Edutech and Google Apps for Education (GAFE) conference to enhance ICT in education capabilities.
• Staff capacity for using ICT increased through use of GAFE (Google Apps for Education) for staff and PLT meetings, curriculum planning and online collaboration.
• Release time provided for Learning Support Officers to complete Certificate III and IV in Education Support.

**Wellbeing**

• Improved teacher capacity for the use of Circle Time to build classroom culture and social skills.
The Arts/Specialist Area

- Continued strong music and singing program:
  - The choir sang at Williamstown hospital and nursing homes.
  - Performed Christmas carols as a whole school.
  - Year Four, Five and Six students performed a concert in the hall for the whole school.
- All students selected a piece of artwork created throughout the year to be displayed at the St. Mary’s bi-annual art show for community viewing.
- Provision of private instrumental lessons.
- Selected students competed at District, Zone and State level Physical Education events.
- Whole school Italian immersion performance of *Il Palio* led by the Year Three students.
- Year Three and Four Students selected to complete the Italian Language Enrichment Program Dante Alighieri poetry competition.

Assessment

- Continued implementation of key assessment resources across Learning and Teaching and Student Wellbeing:
  - ACER (Australian Council of Education Research) PAT Reading Comprehension, Mathematics, Science Literacy and Wellbeing
  - Literacy Assessment Project (LAP)
  - Success in Numeracy Education (SINE) clinical interview
  - Literacy Observation Survey

- Ongoing comprehensive Australian Council for Educational Research (ACER) Progressive Assessment Task (PAT) of student progress in literacy, numeracy, science and wellbeing.
• Reorganised student leadership across teams to develop responsibility for all Year Six students.

STUDENT LEARNING OUTCOMES

NAPLAN results for Year Three trend data 2013-15 demonstrates that the school continues to achieve above State and National results in Reading, Writing, Grammar & Punctuation and Numeracy. In 2015, the median for Year Three in Reading, Grammar & Punctuation, Spelling and Numeracy is above the 75th percentile of State results, with the Writing median above the 90th percentile of State results. The Year Three data shows that students at the 90th percentile are achieving above the State in all areas in 2015. In Year Three, all our students achieved above the 25th percentile of State results across all subjects.

NAPLAN results in the Year Five trend data 2013-2015 shows that the school continues to achieve above the State median in Reading, Grammar & Punctuation and Numeracy. Continued growth is evident from 2013-15 in Writing and Spelling. In 2015, the 75th percentile Year Five data shows that student achievement levels were above State in Reading, Grammar & Punctuation, Spelling and Numeracy. NAPLAN data in 2015 for Year Five indicates student achievement levels in the lower 50th percentile are significantly higher than the State average in Writing, Reading, Grammar & Punctuation, Numeracy.
Student Wellbeing

Goals
To empower students to be confident, independent and resilient learners and leaders

Intended Outcomes
Students are better able to be co-creators of their learning and the learning environment

Achievements
- Embedded the Social and Emotional Competencies in the curriculum
- Completed second year of three year commitment to the development of a Restorative Community
- Embedded the idea of ‘Friendly Children, Friendly School’
- Continued to provide ‘mindful parenting training’ for school families
- New staff members participating in Restorative Practice (RP) professional learning
- Implemented RP with the use of Restorative language and debriefing questions which resulted in the beginnings of change to classroom atmosphere and school culture
- Mentoring program for staff was implemented school wide to embed ‘circle time’ RP in classrooms. The children responded positively to the process articulating their thinking and it was noticed that some students were able to use the restorative questions in their own social situations
- Grant was received through ‘Bully Stoppers’ program to enable teachers to familiarise themselves with the ICT Learning Capabilities and ‘Bully Stoppers’ resources.
- Teachers gained a greater understanding of the social and ethical protocols and practices when using ICT
- Teachers used ‘circle time’ to explicitly discuss how our values system relates to cyber safety.
- St Mary’s continued the second year of a learning partnership with RMIT Social Work Program.
- Targeted planning support for classroom teachers by the well-being leader
- Embedded Travel Smart through On-Road bike education from year 2 to year 6
- On going training of new staff and retraining of existing staff as On Road Bike education instructors
- Continued evolution of the Travel Smart initiatives

The 2015 year concluded with the administration to Year 3 - 6 ACER Social and Emotional Wellbeing Primary Survey. The survey results indicated that 83.4% (161 of 193 students) of cohort falls into the high (30.6% 59 students), very high (43.5% 84 students) and highest (9.3% 18 students) levels social and emotional well-being, increasing our percentages in this range.
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
Use of circle time to embed the language of values and restorative practices
Provision of onsite flu vaccinations for staff
Access to Consulting Psychologist
Embedding of Active Travel Philosophy
Students, parents and staff increasingly accessing the Parent Portal
Continuation of morning assembly
Ongoing position of IT manager
Recognising that educating students within their community creates an understanding and connectedness to their place
Community recognition of the importance of connecting with the community through bike education
Parent recognition through feedback that children at St. Mary’s are friendly
St. Mary’s teachers know how to target where social and emotional competencies need building and use our school wide practices of ‘circle time’ to do so.
St. Mary’s know their students and intervene at the critical point of social breakdown and implement strategies to develop skills in social and self awareness.
STUDENT SATISFACTION

The third year of the year 5 and year 6 classroom structures resulted in 83 students completing the survey regarding engagement in learning. The results indicate that student responses are in the middle 50% range in learning confidence, student motivation and connectedness to peers. Our results evenly maintained in this 2014 -2015 period.

The 2015 year concluded with the administration to Year 3 - 6 ACER Social and Emotional Wellbeing Primary Survey. The survey results indicated that 83.4% (161 of 193 students) of cohort falls into the high (30.6% 59 students), very high (43.5% 84 students) and highest (9.3% 18 students) levels social and emotional wellbeing, increasing our percentages in this range.
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 resources

Intended Outcomes
To improve supportive leadership and role clarity
To improve staff engagement and learning

Achievements
Using these key strategies
- Building leadership capacity
- Professional Learning Networks
- Empowering staff to have and use opportunities

The achievements in Leadership and Management are:

- Refined annual action plan goals and outcomes with principal coach Jim Delaney.
- Maintained structure of leadership: literacy and special needs; well-being; numeracy; science.
- Expanded teacher capacity for teaching in a high performing school through a range of professional learning opportunities.
- Development of leadership capacity for all staff through professional learning and contribution to school leadership actions.
- Continued employment of trainee ICT support.
- Provided targeted staff release and professional learning opportunities for research, planning and assessment.
- Strategic transition of school leadership positions.
- The School Board Working parties continued to support the school.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

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 major curriculum projects to develop teacher capacity in English, Mathematics, Science and Wellbeing. External consultants were engaged to support the teachers and support staff in their work.

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 | $2322 |

TEACHER SATISFACTION

The data indicates that while teachers recognise that work demands have increased the individual and school morale have also increased and teachers feel energetic and enthusiastic about their work.

The data shows that Teachers understand that they are provided with many opportunities to learn and develop in their roles which correlate with the professional learning investment.
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.

Using these key strategies
- Building capacity
- Effectively communicate and promote parent involvement, participation and engagement

The achievements in School Community are:

- Enhanced communication with the school community online via the introduction of the skool-bag app, parent information centre blog and the newsletter online.
- Provision of parent training in Literacy, mindful parenting, well-being, on-road bike education.
- Information nights for each year level.
- Participation in national initiatives to enhance community health and behaviour.
- Selected by Bicycle Victoria as the key school for National Ride to School Day.
- Celebration of significant events throughout the year including Father’s Day Breakfast and Mother’s Day Morning Tea.
- Implementation of Information and Communication Technology (ICT) support for Parents and community.
- The School Board Working parties continued to support the school.
- The Parents and Friends committee continued to support and organise successful special events at the school.
- Individualised tours for new families to welcome them to the school community.
- Strong attendance at the St Mary’s biannual art show.
- Connected learning to the local community to highlight valuable local resources
- Parents included in the daily whole school assemblies.
- Year level family Masses are well attended by family, friends and the greater parish community.
- Established Parish/School/Community Way of the West social justice project to support the work of the Asylum Seeker Resource Centre.
- Hosted a public screening of Melbourne Down Under.
PARENT SATISFACTION

The SRC parent opinion survey demonstrated that parent satisfaction with their students’ engagement at school has increased. This shows that parents increasingly believe their child wants to go to school and enjoys being a part of the school.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>386,230</td>
</tr>
<tr>
<td>Other fee income</td>
<td>197,283</td>
</tr>
<tr>
<td>Private income</td>
<td>60,341</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>598,329</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,124,294</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>3,366,476</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,502,238</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>452,458</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>2,954,696</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>89,601</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>122,000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>211,601</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>101,789</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>330,624</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>252,852</td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
**VRQA Compliance Data**

**E1011**  
St Mary’s School, Williamstown

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YR 03 Reading</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Writing</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Spelling</strong></td>
<td>98.0</td>
<td>100.0</td>
<td>2.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Grammar &amp; Punctuation</strong></td>
<td>98.0</td>
<td>98.5</td>
<td>0.5</td>
<td>100.0</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>YR 03 Numeracy</strong></td>
<td>98.0</td>
<td>98.5</td>
<td>0.5</td>
<td>100.0</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>YR 05 Reading</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>97.9</td>
<td>-2.1</td>
</tr>
<tr>
<td><strong>YR 05 Writing</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>97.9</td>
<td>-2.1</td>
</tr>
<tr>
<td><strong>YR 05 Spelling</strong></td>
<td>100.0</td>
<td>97.6</td>
<td>-2.4</td>
<td>97.9</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>YR 05 Grammar &amp; Punctuation</strong></td>
<td>100.0</td>
<td>97.6</td>
<td>-2.4</td>
<td>95.8</td>
<td>-1.8</td>
</tr>
<tr>
<td><strong>YR 05 Numeracy</strong></td>
<td>100.0</td>
<td>97.6</td>
<td>-2.4</td>
<td>100.0</td>
<td>2.4</td>
</tr>
</tbody>
</table>

![NAPLAN Year 3](image1)  
![NAPLAN Year 5](image2)
### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>95.34%</td>
</tr>
<tr>
<td>Y02</td>
<td>95.43%</td>
</tr>
<tr>
<td>Y03</td>
<td>94.77%</td>
</tr>
<tr>
<td>Y04</td>
<td>95.28%</td>
</tr>
<tr>
<td>Y05</td>
<td>94.27%</td>
</tr>
<tr>
<td>Y06</td>
<td>95.53%</td>
</tr>
<tr>
<td>Overall</td>
<td>95.10%</td>
</tr>
</tbody>
</table>

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate | 93.34%

### STAFF RETENTION RATE

Staff Retention Rate | 82.61%

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>16.00%</td>
</tr>
<tr>
<td>Graduate</td>
<td>20.00%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>88.00%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>32.00%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>4.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>27</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>22.740</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>12</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>7.237</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>