St Mary’s Primary School
Williamstown

REGISTERED SCHOOL NUMBER: 0078

2013 Annual Report
TO THE SCHOOL COMMUNITY
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Contact Details

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<td>PRINCIPAL</td>
<td>Mr Jim Sheedy</td>
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<td>PARISH PRIEST</td>
<td>Fr. Greg Trythall</td>
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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.

23 May 2014
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 due to the long teaching involvement of the Sisters of St. Joseph from 1900 to 1998 and their continuing involvement to the present day.

The present school 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.

St Mary’s is primarily a two stream school. There are currently 359 students in our school from 229 families. The fourteen classrooms are made up of two classes at each year level with the exception of our three year 2 and three year 5/6 classes. The school has a strong academic focus based on the Australian National Curriculum. 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 excellent support in numerous 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

The 2013 school year represents the first year of St Mary’s School Improvement Plan 2013 – 2016. The key focus of our plan is to continue to strengthen the Catholic Culture within our community and to empower our students to be independent and resilient learners through the provision of a purposeful and consistent approach to curriculum design and delivery.

This year we took a different approach and engaged consultants to work with staff using an action research model in the areas of Religious Education, English Reading Assessment Prep – 2, Oral Language and Environmental Science. The evaluation of student outcomes at the end of 2013 confirms the effectiveness of this approach to supporting staff professional learning. There have been several significant organisational changes to the way Curriculum Leaders support classroom teachers. As a result the effective practices of our teachers and support staff have been further refined.

The employment of a specialist music teacher provided another dimension to The Arts program at St Mary’s. The students enthusiastically embraced this change.

The collaborative community relationships fostered by the Advisory Board and the Parents and Friends Association have continued to strengthen the positive school culture. Their contribution to planning for the future needs of our school and the practical assistance with the many day to day activities that typifies our school is highly valued. Our students are true ambassadors for the school as they are continually recognised for their excellent engagement and behaviour both within the school and beyond.

I wish to commend the commitment of the staff to St Mary’s School. They value their role and work continually seeking to ensure a top quality catholic education for every student.

Our Parish Priest, Rev. Greg Trythall, has provided wonderful support and leadership to our parish school again this year. I am most appreciative of this.
School Education Board Report

Welcome to the 2013 Annual General Meeting of St. Mary’s Primary School Williamstown Advisory Board. Our Board is an Advisory body governed by our constitution. It 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 it 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 issues and objectives. Ms Leanne Dillon, Mr Ray Clarke, Ms Roslyn Jacklin, Ms Wendy Cavarra, Ms Christine Muecke, Ms Jackie Marcina, Ms Rose McVicar (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 took a differing approach to last year. We re-instated 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, having the Australian Tax Office approve our Voluntary Building Fund, reformatting and ratification of school policies using a standardised template approach, success with Hobsons Bay Council in getting funds allocated in their 2013/14 budget for McLean reserve works, looking at sustainability and improving the way we communicate.

Outcomes from our Committees:

1. Voluntary Building Fund Committee

The “St Mary’s Williamstown Parish School Building Fund” has been endorsed by the Australian Tax Office as a registered deductible gift fund and donations from the school community, general public and local businesses are now 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 some 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 classrooms.

This 1925 structure is the fourth ‘school’ building on this site which we have occupied since 1842. The parish community has built and maintained the various buildings throughout this period and our parish community is again being called upon to undertake a significant project that will ensure the provision of Catholic education in our School.
Works required include:

- Underpinning the 1925 school building. (Cost estimate: $340,000)
- Installing root barriers to protect the school’s foundations against the Plane Trees in Cecil Street. (Cost estimate: $30,000)
- Refurbishing 8 classrooms. (Cost estimate: $290,000)

With the top priority being the underpinning of the school building, our initial target is to raise $300,000 over 3 years.

Funding the works will be a challenge. Due to being classified as a high socio-economic school, we will not be eligible for Commonwealth grants to fund the work. At best we could apply for a supplementary grant but these are becoming harder to obtain. Also as a result of the new school reforms, we will get a lower level of funding from 2014.

Our most successful option will be to support the School Building Fund. It is tax deductible and means we do not need to follow other schools which have imposed Capital Maintenance Levies which are not tax deductible 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.

2. Sustainability Working Group Committee

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

This working Group, currently Jackie Marcina and Rose McVicar, was established this year. The main objective has been to facilitate St Mary’s move towards obtaining a 5 star rating for the ResourceSmart AuSSI Vic Sustainability Certification and to promote environmentally sustainable practices at the school. The Working Group has supported the efforts of Nicole Sadler (Science/Math Coordinator) who established and chairs the Parent Sustainability Team.

The Working Group has:

- Successfully helped apply for a $10,000 Energy Grant through AusVic
- Entered historical bills/data to support ResourceSmart AuSSI Vic Sustainability Certification.
- Initiated the process to establish St Mary’s base star rating as part of this on-going Star program. Nicole Sadler is currently finalising this directly with ResourceSmart AuSSI Vic and St Mary’s will be given credit for all projects previously completed that meet the criteria of the program.
- Been active in the Parent Sustainability Team. This team of 5 parents meets every fortnight for 1 hour and involves the following key areas; Waste, Water, Energy & Biodiversity. The team hosted the Movie Night “Bag-it” and purchased and launched the Red Bin “Soft Plastic” recycling for St Mary’s families. To coincide with World Environment Day, the team also ran a “Green Day” at school to introduce the students to environmentally sustainable practices.
• The Parent Sustainability Team has recently had 2 new recruits, so an enthusiastic 7 parents should be a great support to the new Science Coordinator taking on the chair role in 2014.

• Established a Parent Sustainability Team Subcommittee to assist with the Energy Audit conducted by Understandscope. The report, to be provided by the end of this year, will contain recommendations on how the $10,000 Grant (allocated in Nov 2013) should be utilised.

The main aim for 2014 is to continue working on ResourceSmart AuSSI Vic 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.

Also in 2014, the Sustainability Working Group will support the new Science Coordinator, through the Parent Sustainability Team. A “Parent Sustainability Team Charter” has been developed to provide an overview of the focus and aims of the group.

3. Building & Maintenance Committee (McLean Reserve Refurbishment)

The Advisory Boards continued discussions with the Hobson’s Bay Council have resulted in MacLean reserve having funds allocated to its redevelopment in the Hobsons Bay Council budget for 2013/14.

Hobsons Bay Council in consultation with St Mary’s has developed the McLean Reserve Concept Plan this year with works already commenced in 2013. The fence along Aitken Street was installed in July and damaged items of the play structure have been repaired.

The next stage of improvements will be to re-instate the pathway along the school fence line from Parker to Cole St and the development of a nature play area between the school fence and pathway. The nature play area will include a sand play area, stepping and fallen logs, pavers, talking frames, hopscotch and planting. The proposed timeline for executing these works is April to June 2014, which is the planting season.

Credit must be attributed to past board members and present board member Roslyn Jacklin who has worked closely with council to achieve this favourable outcome which will benefit our school and the wider community.

4. IT/Communications Committee

St Mary’s has made a commitment to move forward in this technologically changing world of ours. For many years we have communicated through printed materials and newsletters. The time has come to change the way we think and adapt to using technology.

Dominique Dybala and Wendy Cavarra have spent much time designing and developing a secure Parent Portal for our upgraded school website. It is now up and running and we are ready to begin our rollout of electronic communication to parents. The new look newsletter will be available through the portal shortly, with printed copies also available for parents to collect from the school office in the interim if required.

The committee has also looked at establishing a School Facebook page to get messages out to the community. It would only be to provide information and would not be setup to receive comments. Twitter has also been considered.
In the future parents will be able to view their children's work, access their children's results and communicate with the school via the portal with a private login.

Privacy and copyright implications are currently also being investigated.

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.

5. Policy Framework Committee

Our school reviews its policies in a cyclical process, and relies on Board input and discussion for this to occur. A committee was established this year, led by Christine Muecke to prioritise the review of all our policies. It was agreed to standardise the format of all our policies. During 2013, seven policies were re-written, reviewed and five ratified. One new policy was also added. School policies in the future will be available to view on our school website.

Next year we aim to review and ratify another ten policies.

Other Issues addressed by the board this year included:

Better Schools Funding “Gonski”

The Better Schools Funding model continued to be a contentious issue at the beginning of the school year. The Catholic Education Commission (CECV) continued monitoring the progress of discussions about the review and both the CECV and National Catholic Education Commission (NCEC) were represented on national committees and working parties that arose in response to the review. Our Board members with the CEO’s support continued to write letters to our local Members of Parliament and later to the Senators to give Catholic Education a fair go. Thank you to all parents/carers who also took the opportunity to write to Members of Parliament.

The Catholic education sector has now signed up to the Federal Government’s Better Schools Funding plan. The new student-funding formula will be based on the socioeconomic status of our community and parent capacity to pay. During the transition to the new model, the Boards role in supporting the parish priest and principal will be pivotal in working through school funding issues. Our principal will still maintain his independence of the school.

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

- School fee increases in line with recommended CEO increases next year.
- Introduction of St Mary’s Williamstown Parish Voluntary School Building Fund
- Parish School Building Fund Committee established
- 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 last year, 2013 represented the first year of our new strategic plan. The Board reviewed the Annual action plan and whilst the key focus was Maths and Spelling, there was also emphasis on maintaining our standards in English and Science. Social justice and Empathy within the school and school community were also a focus.
• Organised, advertised and hosted "The challenge of the online environment for today's parent" presented by Tony Richards. These sessions were run in the interest of supporting parents increased knowledge and understanding of the online environment. The sessions highlighted how to reap the benefits of the internet and how to minimise being vulnerable.

• Reviewed the SRC insight survey with a view of identifying our weaknesses and taking action. 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. St Mary's statistics from the survey rated similar to schools in the East.

• Planning for one seminar in 2014.

Conclusion

As Chairman of the Board this year, it has been rewarding working with Mr Jim Sheedy, Father Greg and the Parent representatives. A special thank you to departing Board members Roslyn Jacklin and Wendy Cavarra for their contributions to the Board over the last two years.

I wish both Nicole Sadler and Dominique Dybala all the best on their new ventures and know both 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 Chris Greene who will be joining our teaching staff in 2014.

Welcome to the 17 new prep families and an additional 6 new families in other year levels to our school next year.

Thank-you to all the departing Grade 6 families. Your support to the school over the years has been much appreciated. You are part of a chapter which has helped shape our school today and for future generations to come.

Charles Attard
School Board Chair
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 a rich culture built on the Charism of Mary MacKillop; this is evident through the school activities. The school celebrates her feast day on August 8th with a whole school Mass followed by a shared morning tea of muffins for all students. We have strong links with the Sisters of St Joseph, who are invited to the celebration and share morning tea with us. The names of our school sport teams also promote the link with Mary MacKillop. All year levels dedicate their religious education unit in August to focus on developing student knowledge of Mary MacKillop and her legacy. Staff were involved in professional development, led by the Religious Education Leaders, where artwork about Mary MacKillop was explored for the purposes of deepening and enriching prayer experiences. The Senior Charism Team Student Leaders visited the Mary MacKillop Heritage Centre to build on their capacity as Christian leaders in the school. Each year level has selected a Christian Leadership statement; this is based on Mary MacKillop values and students from each class were awarded this at the end of the year.

As a school we have continued to recognise and celebrate important events and dates in the Catholic Liturgical Calendar and those as identified as significant. Some of these celebrations are; the Feast of St Joseph, Sunday Family Masses at each year level, Ash Wednesday, Lent, Advent, Reconciliation Week, Remembrance Day and ANZAC Day. For each of the Sacraments celebrated in the school, the students and parents were invited to attend faith education sessions that were facilitated by Religious Education Consultant, Denise Arnel. To strengthen links between the parish and school the Religious Education Leaders worked in conjunction, Sr. Patricia Stone (Parish Pastoral Associate), to organise Sacramental sign ups and Sacramental celebrations. The first Friday of each month a Seniors Mass is celebrated in the parish, all year 5 and 6 students attended this Mass building links with the senior members of our parish. Further parish links have been built through open nights at the presbytery with new families to the school were extended a welcome. All parish adult education was advertised in our school newsletter. The school Principal, Religious Education Leaders and parish team met on a regular basis.
The Insight SRC data reflects the high opportunity provided to staff to reflect on their faith, pray together and celebrate liturgies and sacraments. In 2013 we began a learning partnership with EarthSong. The focus of this was to build adult faith development on the topic of Spirituality and the Creation Story. All staff attended a two day conference lead by Sr. Anne Boyd and her team from EarthSong. We continued this professional development through termly staff meetings. To build contemporary approaches to learning and teaching in Religious Education the Religious Education Leaders regularly attended Western Zone Network meetings where they engaged in an inquiry project based on prayer with a focus on Spirituality.

The implementation and documentation of the Religious Education Curriculum is ongoing. In order to build staff capacity several staff members attended Godly Play Professional Development. Theses staff members then ran a staff meeting to feedback to all staff. Further Professional Development for all teachers included the History of Easter and Good Friday and continued the use of artwork related to units of work. Teachers have continued to build their understanding of assessment in Religious Education to effectively report on children’s progress.

**VALUE ADDED**

- Staff two day conference focus on adult faith development on Spirituality and Creation Story
- Professional development through staff meetings (EarthSong, Curriculum, Prayer)
- Continuing connections between Mary MacKillop Heritage Centre in order to build student leadership
- Religious Education Leaders Network inquiry focus on prayer and Spirituality
- Strengthening links between school and parish, with greater liaison with the pastoral Associate
- Building 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
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
The major focus for teaching and learning in 2013 was deepening the school’s mathematics pedagogy and practice. Our success was with the implementation of cohesive teaching approaches from years Prep to Grade 6 using evidenced based approaches. The structure of mathematics lessons shifted to include a problem solving approach requiring students’ engagement in applying higher order thinking strategies. Mathematics instruction time allocation was reviewed and a five hour mathematical instruction time per week was implemented. The appointment of a 0.4 numeracy leader and targeted professional learning for both the leader and teachers enhanced our capacity to implement this strategy.

The major focus in English was spelling. This followed on from the work the staff undertook with Deb Sukarno, a recognized spelling consultant. The spelling program continued targeting high frequency spelling the students successfully attaining our initial targets which were further moderated to recognize the students’ improved proficiencies. The now embedded structure of Professional Learning Team meetings and involvement in strategically targeted professional learning projects supported a sustained approach to ensuring effective reading, writing and oral language teaching strategies were implemented.

The AussiVic Resource Smart initiatives were implemented throughout whole school with a positive impact on classroom pedagogy and curriculum. The consolidation and development of Years 4-6 environmental sustainability program at Jawbone Reserve/Queenscliff and the Kids Teaching Kids Conference at year 5-6 level focused on Sea Debris were outstanding examples of the quality learning experiences at these levels. The school’s work was recognised with a Junior Landcare Award nomination (shortlist 2013).
There were several Learning, Teaching and Assessment continuing partnerships related to further deepening our teachers’ professional practice with Mathematics, English and Science being the key curriculum focussed on.

Another effective initiative involved our Italian curriculum being broadened to include reading and writing for all students from Years P-6.

The introduction of singing classes as one of our specialist subjects resulted in a number of student choirs performing at several nursing homes and shopping centres. The students have embraced this subject with enthusiasm. The biannual Visual Arts Exhibition entitled ‘Water’ was a wonderful celebration of the children’s environmental sciences studies from Years Prep to 6. Several selected entries were accepted into the 2014 Catholic Education Week Visual Arts Exhibition.

The participation of the students in the Physical Education Program is excellent with our students increasingly eligible for external events and competitions.

### STUDENT LEARNING OUTCOMES

NAPLAN results for Year 3 trend data 2011-13 shows that the school continues to achieve above State and National results in Reading, Writing, Grammar and Punctuation and Numeracy. Spelling trend data reflects that we are consistently achieving either at or slightly above State and National results.

The Grade 5 three year trend data indicates our students have made progress since Year Three but this rate is not as strong as the State. The results moved from being consistently ‘above’ State averages to being slightly above in Numeracy, slightly below in the case of Grammar and Punctuation and at average for Reading and Spelling.

The data indicates a relatively compacted spread of achievement levels with our students’ performance in the lower 50 percentile being higher than the State average and the higher 50 percent of the cohort being generally slightly lower. The ACER assessment data which the school undertakes on an annual basis presents differing evidence with the reading comprehension data indicating that a higher percentage of students are working above standard. The ACER Numeracy data is similar to the NAPLAN results.
**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**

The 2013 Student Wellbeing focus was “Growing Resilient Children”. It was a year for transitioning to AusVELS. As part of this transitioning the teachers were supported at planning levels by the Student Wellbeing Leader throughout the year to develop a “diet of resilience” curriculum for students.

Planning consisted of reviewing and comparing the language of the Collaborative for Academic Social and Emotional Learning (CASEL) Core Social and Emotional Competencies with the Personal and Social General Capabilities from the Australian Curriculum and AusVELS, unpacking the National Framework for Values Education in Australian Schools and reviewing the data from the ACER 2012 Social and Emotional Wellbeing Survey undertaken by Year 3-6 in December.

Using this survey data and the Personal and Social Capabilities of the Australian Curriculum teachers further refined their teaching approach and wellbeing focus. Unpacking the Values Education Framework teachers refined their classroom Value and developed their Year level Christian Leadership Award.

The results of the 2012 survey indicated that our 2013 cohort have a higher average overall social and emotional wellbeing score compared to the national score and that when describing the Social and Emotional Wellbeing of students in six categories from Level 1 to Level 6 with level 6 being the highest level that on average 88% of the cohort fall into the high, very high and highest level. Students bring with them a presence of positive emotions and behaviours and absence of negative emotions and behaviours in the areas associated with achievement,
social relationships and emotional health. It was evident throughout this ongoing planning that Values Education continued to be the strong basis of classroom social and emotional learning and, through a variety of learning opportunities, students were growing in understanding of self awareness, self management, social awareness and social management. Teachers know their students were well placed to comment on the General Capabilities in the annual school reports to parents.

The 2013 year concluded with the administration to Year 3 - 6 ACER Social and Emotional Wellbeing Primary Survey. The survey results indicated once again that 83.4% of cohort falls into the high, very high and highest levels social and emotional wellbeing.

The staff wellbeing focus was in occupational health. Health checks were provided as well as professional development in the areas of nutrition, healthy lifestyle, On Road Bike Education, meditation and mindfulness. Meditation practices were extended to classroom and staff meetings.

**Year 3 - 6 ACER Social and Emotional Wellbeing Primary Survey 2013**
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, phone call or note of any absences. All absences received are passed onto teachers. Teachers require and receive written absentee note via students when they return. 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

Year 5 and 6 Travel Smart Leaders presenting at Vic Roads Travel Smart Conference

Year 5 and 6 Students presenting their science learning at the 2013 Catholic Education Office Student Wellbeing Conference

Preparation of Year 5/6Camp behaviors and learning expectations based on the General Capabilities

Ongoing Year Level Planning

Year level values and Christian Leadership Award

Students, parents and staff members trained in On Road Bike Education

STUDENT SATISFACTION

In 2013 the survey was extended to include the Year 5 students due to the Year 5/6 structure thereby increasing the number of students surveyed from 46 to 79. The results indicate that student responses are in the top range of the middle 50% across wellbeing, teacher relationships, and engagement in learning and student behaviours.
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

- 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

In 2013 the leadership structure consisted of the Principal, Deputy/Wellbeing Leader, Teaching and Learning/Literacy/Special Needs, Teaching and Learning/ Numeracy/Science, two Religious Education Leaders and an ICON Leader. This group met regularly throughout the year to set directions and primarily manage the projects and strategies aimed at achieving the intended outcomes as per the Annual Action Plan.

In support of this the time allocation for the numeracy/science coordination was extended to 0.6 FTE from 0.4 FTE in 2012. The consistent, ongoing meetings created an opportunity for leadership to develop a shared vision that directed the cohesive planning, curriculum development, assessment and reporting and feedback across the school from Year Prep to Year 6.

As part of the implementation of the Australian Curriculum leaders attended team planning sessions and facilitated staff meetings and Professional Learning Team meetings based on the curriculum. The Australian Curriculum focus for 2013 was on Numeracy, Literacy, Science and History, the personal and social General Capability and the Cross Curricular Capability Sustainability.

The School Advisory Board and the Parents and Friends are key contributors to not only the Leadership and Management but our school’s culture.

The work of the Board was enhanced through the success of its Working Parties made up of a number of parent and relevant staff representation. The working parties made a significant contribution as can be seen in the Board Chairpersons Report.
The Board also initiated the set up of a focus group for the completion and evaluation of the annual Insight SRC surveys. The parents of fifty of our families, a random sample, were invited to participate. The School Advisory Board and leadership team joined the focus group during the evaluation of the survey results sessions. The feedback was valuable and assisted in the priority actions for 2014 Annual Action Plan and the Board.

**EXpenditure and Teacher Participation in Professional Learning**

**Description of PL Undertaken in 2013**

The professional learning of all staff is of top priority within our staff group. 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. 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 and Well Being. All staff attended our bi-annual staff conference which introduced Spirituality and the Creation Story facilitated by staff from the EarthSong Team. This conference launched a two year professional and personal spirituality education project with the EarthSong Team.

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TEACHER SATISFACTION

Staff surveys results remained steady with a marginal improvement across all areas surveyed. The feedback on the quality of School Improvement Focus and Learning and Teaching related areas remained in the top 25% relative to Victorian schools.

Staff feedback acknowledged the school’s commitment to supporting them in their professional growth and Wellbeing. Staff were also particularly in praise of the students’ behaviour.
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. We are aware of the changing lifestyles of the community and so provide day and evening times for most parent sessions. Parents embraced the opportunities to become active members of different committees such as Parents and Friends Association, School Board and its working parties and the AusSSI Vic Resource Smart Team, all working for the common good. New families were welcomed to the Parish Community by the Parish Priest Father Greg Trythall. Parent partnerships continue to be important with opportunities for parents to collaborate with the school to achieve outcomes for their children. Parents are actively involved in supporting in areas such as literacy, numeracy, bike education, interschool sport, library and Sacramental programs.

A long standing tradition continued at St. Mary’s is the Seniors’ Mass and luncheon. Year 5/6 students attend the Mass and assist with serving. The luncheon is hosted by a small committee who coordinate food donated by our school parents on a roster basis. Our families are ever present in strong numbers at events at St. Mary’s ranging from morning assembly to numerous special liturgical events, biannual Art Show, school sports carnivals and P&F organized activities.

The school has consolidated and extended community learning partnerships with Hobson’s Bay Council, City West Water, Bird Life Australia, Parks Victoria, Clean up Australia and Friends of the Wetlands. Through these partnerships the school children have developed a greater understanding of their diverse local area and their responsibility as global citizens to appreciate and care for their local environment.
WE BELONG TO
ST MARY’S
PARENT SATISFACTION

The Insight SRC parent opinion survey data highlighted an increase in all areas of Community Engagement with results moving to the top of the middle 50% range of Victorian schools for parent partnership, approachability and school improvement.
## 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>283,106</td>
</tr>
<tr>
<td>Other fee income</td>
<td>174,113</td>
</tr>
<tr>
<td>Private income</td>
<td>54,282</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>697,125</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,940,313</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>3,148,938</strong></td>
</tr>
</tbody>
</table>

| **Recurrent Expenditure**                                | Tuition           |
| Salaries; allowances and related expenses                | 2,285,474         |
| Non salary expenses                                      | 444,015           |
| **Total recurrent expenditure**                          | **2,729,489**     |

| **Capital income and expenditure**                       | Tuition           |
| Government capital grants                                |                   |
| Capital fees and levies                                  | 159,425           |
| Other capital income                                     |                   |
| **Total capital income**                                 | **159,425**       |

| **Total capital expenditure**                            |                   |
| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) |                   |
| **Total opening balance**                                | **420,679**       |
| **Total closing balance**                                | **392,056**       |

*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 fees.*
## VRQA Compliance Data

### E1011
St Mary’s School, Williamstown

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>YR 03</strong> Reading</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
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<tr>
<td><strong>YR 03</strong> Spelling</td>
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<td>0.0</td>
<td>98.0</td>
<td>-2.0</td>
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<tr>
<td><strong>YR 03</strong> Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>98.0</td>
<td>-2.0</td>
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<tr>
<td><strong>YR 03</strong> Numeracy</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>98.0</td>
<td>-2.0</td>
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<tr>
<td><strong>YR 05</strong> 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><strong>YR 05</strong> Writing</td>
<td>100.0</td>
<td>97.8</td>
<td>-2.2</td>
<td>100.0</td>
<td>2.2</td>
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<tr>
<td><strong>YR 05</strong> Spelling</td>
<td>97.8</td>
<td>97.8</td>
<td>0.0</td>
<td>100.0</td>
<td>2.2</td>
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<tr>
<td><strong>YR 05</strong> Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>95.7</td>
<td>-4.3</td>
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<td>4.3</td>
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<td><strong>YR 05</strong> Numeracy</td>
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<td>100.0</td>
<td>0.0</td>
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</table>
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>95.07%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.46%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.58%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.70%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.82%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.57%</td>
</tr>
<tr>
<td>Overall</td>
<td>95.70%</td>
</tr>
</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE

| Staff Attendance Rate | 90.16% |

STAFF RETENTION RATE

| Staff Retention Rate | 92.00% |
### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>26.09%</td>
</tr>
<tr>
<td>Graduate</td>
<td>30.43%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
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<tr>
<td>Degree Bachelor</td>
<td>78.26%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>39.13%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>25</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>22.430</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>10</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>5.510</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
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