Contents

Contact Details................................................................................................................................. 2
Minimum Standards Attestation........................................................................................................ 2
Our School Vision.............................................................................................................................. 3
School Overview................................................................................................................................. 4
Principal’s Report ............................................................................................................................. 6
Education in Faith.............................................................................................................................. 7
Learning & Teaching......................................................................................................................... 10
Student Wellbeing............................................................................................................................ 14
Leadership & Management............................................................................................................... 17
School Community............................................................................................................................ 20
Financial Performance....................................................................................................................... 23
Future Directions............................................................................................................................... 24
VRQA Compliance Data................................................................................................................... 27
## Contact Details

| **ADDRESS** | 91 Manning Rd  
Malvern East  
VIC 3145 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRINCIPAL</strong></td>
<td>Ellie McGinness</td>
</tr>
<tr>
<td><strong>PARISH PRIEST</strong></td>
<td>Fr William Edebohls</td>
</tr>
<tr>
<td><strong>SCHOOL BOARD CHAIR</strong></td>
<td>Luke Kenealy</td>
</tr>
<tr>
<td><strong>TELEPHONE</strong></td>
<td>(03) 95711358</td>
</tr>
<tr>
<td><strong>EMAIL</strong></td>
<td><a href="mailto:office@smmalverneast.catholic.edu.au">office@smmalverneast.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>WEBSITE</strong></td>
<td><a href="http://www.smmalverneast.catholic.edu.au">www.smmalverneast.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

## Minimum Standards Attestation

I, Ellie McGinness, attest that St Mary’s 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

**STMARY’S CATHOLIC SCHOOL**

**OUR SCHOOL VISION**

St Mary’s is a dynamic Catholic School Community that promotes excellence and empowers individuals, as we live the Gospel Values.

**MISSION STATEMENT**

St Mary’s is a school:

Where our Catholic Identity is visible and encourages a passionate response to the needs of contemporary society.

Where the learning and teaching is an exemplar of Catholic Education; challenging and innovative, embracing the uniqueness of individuals as life long learners, in a global and ever changing world.

That provides a safe and secure environment that nurtures each child’s potential and wellbeing, with an appreciation and active response to the voice of every child.

That values and respects the partnerships of parents, parish and wider community in building positive relationships that promote faith, learning and optimism.

St Mary’s is a community that embraces change and inspires hope and a positive vision for the school. It is a welcoming environment of mutual respect, trust and support.

**OUR MOTTO**

*Semper Fidelis “Always Faithful”*
School Overview

The land on which St Mary’s now stands originally belonged to the Emo Estate. Blessed by Archbishop Carr as a Station Church for the Parish of St Stephen’s Oakleigh, it was purchased last century for 542 pounds.

St Mary’s East Malvern was formally constituted as a Parish in February 1915. In 1917, disaster struck when the original church was destroyed by fire. Shortly after World War 1, fund raising commenced and ambitious plans were drawn up to build the Gothic Church that has become a landmark in the Parish. It was to be a Memorial Church dedicated to Australia’s noble dead who fell in the Great War.

On Easter Sunday, 4th April 1920, Archbishop Mannix blessed and laid the foundation stone for the new church, designated as St Mary the Immaculate Conception. Three years later, on 18th October 1923, St Mary’s Church was opened.

Life began for St Mary’s School when Archbishop Mannix laid the foundation stone on 30th June 1918. Prior to this, classes were conducted in the rear of the church. The school was enlarged considerably in 1930. For many years the Brigidine Nuns from Malvern conducted the school and in 1976 the school and hall complex was updated. This extension was blessed by Archbishop Little. In 1991, the hall was again updated and refurbished and a stage added. Further building works were completed in 2005. Major refurbishments and new classrooms were completed in 2010 under the Building the Education Revolution Project. The addition of a new parish centre, was celebrated by the opening of the ‘Narthex’ in March 2015.

SCHOOL PROFILE

St Mary’s School is situated in a comparatively quiet, tree-lined street in East Malvern. The building itself is brick and has several different levels. All rooms are large, clean, warm, carpeted and well lit, and all rooms have air conditioning.

The playground is large with artificial turf and running track, basketball, netball and tennis courts. The school takes pride in its gardens and herb patch. The shaded adventure playground is inviting and the school is well cared for and secure. In 2012 the top basketball courts were resurfaced, adding a giant chess board, downball courts, netball courts and four-square grid. A new BBQ area and deck was completed in 2012, as well as a new deck and verandah added to the portable. 2013 saw ongoing garden and class refurbishments. In 2014, works began on a new parish centre, adjacent to the Church, “The Narthex” Work is scheduled to be completed early in 2015.

St Mary’s School provides for children from Foundation to Grade 6 and is very much a part of the Parish of St Mary’s. It is supportive of and supported by the wider community. We aim to create for our school community - children, teachers and parents - “an atmosphere enlivened by the gospel spirit of freedom and charity” (Declaration on Christian Education, Ch. 55#38). We aim to care for each child and to respect, and promote respect, for the dignity and integrity of the individual.

We recognise and attempt to develop the potential of each person as a unique individual in all aspects of education - spiritual, academic, social, intellectual, emotional and physical. There is an emphasis on integrated learning across the curriculum. Children in all grades have access to several computers which operate in the classrooms. The library is well stocked and the school has many resources including audio/visual equipment. The school has computers in every classroom, mobile trolleys with computers, class sets of note books, lap tops and ipads. The school has an ongoing replacement program in the area of ICT.
The parents of the children are highly educated, and take a keen interest in the education and welfare of their children. There is a high level of employment amongst the parents. All children are involved in various extra curricula activities.

SCHOOL ENROLMENTS

The school’s population has risen significantly in recent years, with the current enrolment at 283.
Principal’s Report

The St Mary’s School is truly blessed in the community that we have. 2015 has been filled with many highlights, activities and initiatives. Our last review in 2013 was a very successful process highlighting the strengths of St Mary’s and setting out future directions for 2014 – 2017. The following statement form the External Reviewer is just a small section of the very positive report.

“St. Mary’s School is a very effective Catholic school providing a high standard of education for the children of the Malvern East Parish. The principal and staff have enjoyed a very successful period, achieving many of their goals throughout the current school improvement cycle which has been characterised by strong and supportive leadership and a commitment to high performance and continuous improvement. A commitment to work in partnership with parents and the wider community to support student learning and wellbeing has also contributed to the school’s growth throughout this time.”

In Learning and Teaching many initiatives continue to add depth to the education of our students. The ‘Schools Improving Schools’ project began in 2013 and continued successfully in 2014. The project involves four schools working together to improve the quality of learning and teaching in reading, through a collective and collaborative approach. The whole school approach, supported by the Collective in the SIS Project has seen an increase in capabilities, knowledge and experiences in staff and students.

St Mary’s participated in the Change 2 process. This very successful process led the school in the direction of Inquiry based learning. During 2014 the Implementation plan began. Professional Learning occurred and the Inquiry model is now at the core of the learning and teaching at St Mary’s.

The implementation of the Australian Curriculum has begun. In 2014 staff worked to develop the Whole School Learning and Teaching Plan in line with the Australian Curriculum.

Recruitment and development of quality staff is a priority at St Mary’s. We have been blessed with a dedicated and professional staff group; a staff group that has a sound knowledge of contemporary learning, who realise the importance of the individual student and their needs. All staff have taken part in an extensive amount of professional learning in 2014. This professional learning has been internal and external, as well as on closure days, PD release days and after school. All staff belong to teams that lead and support learning across the school. There is a culture of Induction and Mentoring, Feedback and Appraisal, Teacher Development based on student learning and school priorities and Quality Aligned Professional Learning.

An important aspect in the Administration of the school, is the ongoing updating and use of resources. This includes both human and material resources.
Education in Faith

Goals
To further develop St. Mary’s School as a faith-filled Catholic parish community which leads people to come closer to God and to live out the Gospel values in today’s world.

& Intended Outcomes
That a commitment to living the Catholic faith and the Gospel values is embedded and evident in the life of members of St. Mary’s parish school community.

Achievements and Value Added

- In 2014, staff have focused on embedding faith life and the Gospel values in all areas of the curriculum. Staff were involved in professional development days unpacking the Religion Curriculum; To Know Worship and Love. These days built teacher’s capacity in understanding the Religious curriculum and student entitlement. The REL, Teaching and Learning Leader, Change2 project team and staff from the Catholic Education Office worked closely with staff at St. Mary’s to ensure that Religious Education was the driving force behind the revised Teaching and Learning plan at St. Mary’s. This process has assisted staff in embedding faith life and Gospel Values into everything that we do at school.

- A strong partnership with the parish community and our sister school, Holy Eucharist has further enriched our school in 2014. The REL and St. Mary’s staff collaboratively planned and delivered a series of Faith Nights for students and parents, providing information and support in faith development. Sacramental preparation for Reconciliation, First Communion and Confirmation have been further developed in 2014 to include formation sessions, information evenings and a communal approach between schools, to plan and run reflection days; assisting in the continual development of strong partnerships and support structures for faith development within our parish school community. In 2014, we successfully introduced an open invitation to parishioners to help in the classrooms, making direct and powerful links between school and parish. Our Grade 6 Social Justice Leadership Group were given the opportunity to work closely with parishioners; assisting with their bins, working in the Church memorial garden and setting up for monthly masses. This experience has empowered the students to live out the Gospel Values and take action as active members of the school parish community. Our Parish Priest has an increased presence in the school, visiting and working with students in classrooms, participating in school closure days, working with staff during PLT’s and during level planning. He has assisted our community with an understanding of the modern Church and contemporary Church teachings.

- Students have become more involved in contributing to liturgies and masses through writing prayers, selecting songs and altar serving. Students confidence in contributing to liturgies and masses is due to the wonderful commitment shown by staff to practice, prepare and encourage students to become involved.

- In 2014, St. Mary’s care have continued to support families within the parish during times of need. Those who can offer support to those who need it. They are able to provide meals, transport and other forms of support when a new baby is born in a family, if a family member has passed away or is ill, when a family members are in hospital or if a family is in need for other reasons.
ESCI RESULTS

Catholic Identity Surveys

The results of the surveys highlighted strengths and what needs more attention and work;

The Victoria Scale indicates that St. Mary’s is a dialogue school.

School Staff and Parents:

Students:

It is evident that the community does not want to be a monologue or colourless school. Our ideal school is to be a dialogue school and we see ourselves as a dialogue school. St Mary’s is closely aligned with the ideal school.

Christ is at the centre and we are united in our view of diversity. The students see Christ as at the centre of their education. The parents and staff view St Mary’s as a dialogue school.

PCB Scale indicates that St. Mary’s is a Post Critical Belief School.

Openness and support of the Parish Priest has led to a strong post critical belief. Students and adults are consistent in the post critical belief. There is a strong correlation between the adults and student findings. A large percentage our Grade Five and Six children are at Post Critical. There is a Religious maturity within our student body. Fundamentally we are a believing community with interest in other religions. Our belief at many levels is very present within our identity. The community is open to belief and open to explaining God further, and making connections. We have a low level of external critique despite pressure from media and other influences.
Melbourne Scale indicates that St. Mary’s values three perspectives; values education, recontextualising and confessionality and we are very closely aligned to our ideal school.

**School Staff and Parents:**

There is a shared vision with school staff, parents and students. The St Mary’s Community values three perspective; values education (90%), recontextualisation and confessionality. Secularisation is strongly opposed. We have a well-balanced school meeting the needs and wants of the community. We embrace faith in our identity and align closely with the ideal school in current practice. We recognize true values and good behaviour and affirm those who make an effort, treating others with empathy and respect.

**VALUE ADDED**

**School Improvement Survey Data**

Catholic Culture Survey 2014, highlighted:

<table>
<thead>
<tr>
<th>Importance</th>
<th>Staff 70</th>
<th>Students 75</th>
<th>Parents 70</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity</td>
<td>Staff 89</td>
<td>Students 84</td>
<td>Parents 90</td>
</tr>
<tr>
<td>Compassion</td>
<td>Staff 74</td>
<td>Students 79</td>
<td>Parents 82</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Staff 72</td>
<td>Students 81</td>
<td>Parents 87</td>
</tr>
</tbody>
</table>

These results indicate that the Catholic Culture of the school is not only very strong and very important but also valued by all within the community.
Learning & Teaching

Goals
To provide an engaging and purposeful learning environment in which every student is challenged and supported to achieve continuous improvement and success.

Intended Outcomes
- That student achievement in Reading is improved
- That student outcomes in Mathematics are maintained
- That there is an improvement in student motivation, confidence and ownership of learning.

Achievements and Value Added
In order to work towards achieving the intended outcomes St Mary’s has:

- Continued our participation in the Catholic Education Office project, ‘Schools Improving Schools’. This research project commenced in 2013 with four schools working together to improve student outcomes in Reading.

- Implemented the Fountas & Pinnell Benchmark Assessment system, to measure growth in reading. Teachers in Foundation to Grade 6 were provided professional development to further their skills in completing a running record and engaging students in comprehension conversations around the text read.

- Provided focussed Professional Learning Teams (PLT’s) to give opportunities for staff to analyse data, identify the needs of students and plan to meet these needs.

- Developed a common language around the teaching of reading throughout the school. This will aid students as they transition through year levels and hear the same language.
• Followed the Change2 process, which gave staff the opportunity to identify one area to focus on. Change2 gave voice to staff, parents and students, who identified inquiry learning as an area of need. Professional learning was provided to develop whole school knowledge and an ability to provide an integrated curriculum that allows students to develop their inquiry skills.

• A deepened knowledge of the Australian Curriculum, as St Mary’s developed a Learning and Teaching plan, including what would be taught and how it would be taught. We continue to work towards building a contemporary student centred learning community that has high expectations for all and challenges all learners.

• Had opportunities to work with staff from the Catholic Education Regional Office, who supported professional learning in mapping the curriculum to ensure student entitlement.

• Improved student outcomes in reading, as seen through PAT R and Fountas and Pinell assessment data.

• Collected data on staff learning needs. Staff completed the Maths Needs Analysis to give our Maths Leaders a clear picture of staff needs. Targeted PLT’s were then provided based on this data. Michael Ymer began working with the staff, parents and students in 2014 and will continue into 2015.

• Continued to invest in the provision of a variety of electronic devices for students and staff to use. The E-learning leader supported staff and students as they used blogs, apps and online sites to enhance their learning.

• Ensured the continuation of curriculum leaders for Maths, Literacy, E-learning, Wellbeing and Learning and Teaching. Curriculum leaders work closely to promote a whole school, integrated approach.

• Continued to provide a holistic approach to education. Specialist lessons include Mandarin, Visual Art, Performing Arts and PE. An important part of the school’s curriculum is the various sporting carnivals and competitions. These include, Athletics, Cross Country, Swimming, Lightening Premierships, Grade 5 /6 Interschool sport and visiting sports clinics and coaching. The Art show in Term 3 showcased the achievements of our students in this area. Camps, excursions and incursions played an important part in supporting the curriculum and development of the students. The Grade 6 Camp to Canberra was once again a highly successful event.

• A dedicated and professional staff who focus on improved student outcomes.
### NAPLAN data

#### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
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<td>100.0</td>
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<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
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<td>0.0</td>
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<tr>
<td>YR 05 Reading</td>
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<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
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</tr>
<tr>
<td>YR 05 Writing</td>
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<td>100.0</td>
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<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
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<td>3.4</td>
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<td>0.0</td>
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<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>96.6</td>
<td>100.0</td>
<td>3.4</td>
<td>100.0</td>
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<tr>
<td>YR 05 Numeracy</td>
<td>96.6</td>
<td>100.0</td>
<td>3.4</td>
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</table>
Our Year 3 and 5 NAPLAN data demonstrates a performance of an exceptional level with 100% of our students meeting the National Minimum standard for all areas tested in NAPLAN: Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

2014 Staff Climate Surveys highlighted

- Student Motivation – 81
- Respect for students – 89
- Parent Partnerships – 70
- Teacher Confidence – 82
- Engaging Practice – 73
- Quality Teaching – 73
ST MARY’S SCHOOL, MALVERN EAST VIC

Student Wellbeing

Goals
To further develop a supportive school and classroom climate, which fosters positive relationships and empowers all students to be independent, confident and resilient learners.

Intended Outcomes
- That there is an improvement in student motivation, confidence and ownership of learning.
- That behaviour will promote a positive learning environment for every student.

Achievements and Value Added
The school has implemented a number of initiatives;

- Student Involvement in the Change 2 process, gave added value and student perspective to the future direction of learning and teaching at St Mary’s
- Morning Meditation was introduced across the school.
- Modelled Wellbeing activities for Staff. Focussed PLT’s on Student Wellbeing. Professional development for staff in various aspects of caring and supporting our students
- The transition program for the Foundation year children has developed to incorporate Kinder visits by the transition co-ordinator. The transition process includes; two 2-hour orientation sessions, a parents information session, as well as workshops on Children and Anxiety, Faith and the Child, Pre-learning in Numeracy and Literacy
- A thorough and detailed handover at the end of each year to the next class teacher. For funded students, both current and new teacher attended the last PSG of the year to ensure a smooth transition to the next year level.
- Implementation and consolidation of the Grade 6 Leadership program Commissioning of Grade 6 leaders at the Opening School Parish Mass
- Grade 6 students; running our weekly school assemblies, lunchtime activities organized by Grade 6 leadership groups, continuation of the Buddy system for Foundation and Grade 5/6 students
- St Mary’s has continued to provide many opportunities to come together as a school: Art Show, concert, school masses, liturgies, Feast Day celebrations, Athletics carnival, House swimming carnival. Opportunities to represent St Mary’s in the inter-school sports program
- Student Representative Council from Grades 1-6. This group worked closely with the P&F to organise the school disco and other initiatives. The SRC is led by our Grade 6 leaders in an expanded leadership program in which all Grade 6 students are actively engaged. These students plan, implement, and manage activities that involve all students in the key areas of; Social Justice, Environment, Sports and Activities, and Communication
- A restorative approach to resolving issues allows the students to take ownership of what they do and the outcomes they wish to achieve.
- Students participated in ‘The Power of One’ anti-bullying campaign and signed a poster as part of the modelled circle time session.
- Introduction of Circle time in Classes
- Principal’s Awards at assemblies have been extended to Values, Citizenship and School Spirit
- Social Justice initiatives have enabled the students to gain a global perspective. Fundraising (proceeds going to various communities throughout the world) book drives, clothing collection, bikes for Aboriginal Communities and visiting the elderly. All of these add value to the children’s lives, not just in the giving but in what the children gain as Christian people and being servants of God.
- The students have the opportunity to be involved in a wide range of activities. These include; school camps and excursions, class assembly items, class and whole school liturgies and Masses, Grade 6 lunchtime activities, chess at lunchtime, Grade 3-6 inter-school sports program (cross country, swimming, football, netball, t-ball, softball, cricket), whole school swimming and athletics carnivals, the school Concert, art Show, Mission and fundraising activities, weekly broadcasts and news, dance, music and tennis lessons, Community Fun Runs, Auskick and Weekend Netball.
- Extra Curricula activities include; before and after school music programs, tennis lessons at lunch time and after school, Charisma Dance classes at Lunchtime, lunchtime Homework, drawing and tutoring, sports activities
- Staff are trained in First Aid, CPR and Anaphylaxis and Diabetes. Students had informative sessions on Anaphylaxis and Diabetes
- Other support sessions included talks from a child psychologist, Stonnington Youth workers and Family life programs.
- Increased participation in the Extend After School Care Program. Introduction of Before School Care
STUDENT SATISFACTION

2014 Student Surveys highlighted:
- Student Safety – 83
- Student Morale – 70
- Teacher Empathy – 81
- Connectedness to School – 78
- Student Motivation – 88
- Connectedness to Peers – 79
- Catholic Culture, Opportunity – 85
- Social Justice - 81

2014 Parent Surveys highlighted:
- Student Safety – 75
- Connectedness to Peers – 79
- Connectedness to School – 79
- Student Motivation – 78
- Stimulating Learning – 72
- Transitions - 71
- Catholic Culture, Opportunity – 89
- Compassion – 82

ATTENDANCE MONITORING PROCEDURES

In Victoria, children between the ages of 6 and 16 years are required to be in full-time attendance at a registered school unless they are in receipt of approved home tuition, are enrolled with correspondence education or have an exemption.

Schedule 2 (11) of the Education and Training Reform Regulations 2007 (Vic.) requires every registered school at which children of compulsory school age attend, to keep a register of attendance.

Schedule 2 (11) of the Regulations requires the attendance at school of any child of compulsory school-aged to be noted at least twice daily along with any reasons for absences of the child from school.

- All class teachers are required to maintain the electronic roll on NFORMA. Rolls should be completed twice daily.
- Send the absent notification form to the office by 9.30am
- Office staff contact parents of any children with an ‘unknown’ absence.
- Parents are requested to notify the school of any absence prior to 9am.
- A record is kept in the office of families who have phoned, written or emailed.
- Parents/carers must sign their child in, if they arrive after 9am.
- Parents/carers must sign their child out if leaving the school before 3.10pm.
- If there is unsatisfactory attendance, the parents are contacted to discuss ways of assisting and supporting in order to improve the situation. Parents are asked for an explanation and invited to respond.

Student Attendance - 2014

<table>
<thead>
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<th>Year</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>95.47%</td>
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<tr>
<td>Year 2</td>
<td>95.84%</td>
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<tr>
<td>Year 3</td>
<td>95.61%</td>
</tr>
<tr>
<td>Year 4</td>
<td>97.75%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.59%</td>
</tr>
<tr>
<td>Year 6</td>
<td>99.35%</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>96.6%</td>
</tr>
</tbody>
</table>
Leadership & Management

Goals
To create a dynamic and high performing school culture that will promote positive teamwork, inspire ongoing learning and engender a commitment to continuous improvement.

Intended Outcomes
• That staff are more empowered through the communication and collaborative decision making processes of the school.
• That opportunities for staff to learn together in professional, collegial teams are improved.

Achievements and Value Added
• St Mary’s participated in the Change 2 process. This very successful process led the school in the direction of Inquiry based learning. During 2014 the Implementation plan began. Professional Learning occurred and the Inquiry model is now at the core of the learning and teaching at St Mary’s.
• Involvement in the Schools Improving Schools Initiative bringing four school working collaboratively to improve student outcomes and enhance staff professional learning.
• The implementation of the Australian Curriculum has begun. In 2014 staff worked to develop the Whole School Learning and Teaching Plan in line with the Australian Curriculum
• Use of the AITSL Standards for Professional Tracking and growth
• New comprehensive handbook.
• Regular Staff meetings to ensure the content of the handbook is embedded in daily practice
• Aide and office staff meetings
• “Current to the Future” “What Working Well” (WWW) and “Even Better If” (EBI) approach to meetings and decision making.
• Changed PLT’S, Staff, Planning and Level meetings
• Teachers are clear about their professional responsibilities
• Improved approach to report writing, timelines/buddy readers
• Knowing the functions of the office. Defined roles and understandings.
• Provide relevant information about students to others
• Collaborative work with teachers and teacher aides teacher
• Regular meetings with the principal, on feedback, professional goals and direction
• Greater opportunities for feedback in teaching and learning – colleagues, principal, students.
• Use of the Professional Teacher Standards and Leadership Framework, as an ongoing reflection tool, highlighting PL plans and needs, performance and professional journey.
• Professional dialogue and initiatives as a direct result of the Schools Improving Schools Project with a focus on Reading
• Formation of Literacy and Mathematics leaders working closely with staff and students.
• Rigorous recruitment of quality staff that have the ability and capacity to share, lead and empower others
• Use of multiple forms of feedback - Peer Lessons, observations and feedback

Staff Attendance 2014 – 77.24%

Staff Retention 2014 – 73.68%

Teacher Qualifications 2014

• Doctorate – 0%
• Masters – 20%
• Diploma Graduate – 13.33%
• Certificate Graduate – 6.67%
• Degree Bachelor – 86.67%
• Diploma Advanced – 0%
• No Qualifications Listed – 0%

Staff Composition

Principal class 4
Teaching Staff (head count) 29
FTE Teaching Staff 21.010
Non Teaching Staff 10.129
FTE Non Teaching Staff (head count) 11
Indigenous Teaching Staff 0
## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2014

Staff Induction, Michael Ymer – Mathematics, Schools Improving Schools, Roger Dingle – data, Restorative Practices, Whole School Curriculum Development, Emergency Evacuation, CEOM Leadership, Clusters and Networks – Administration, Principals, Deputies, REL’s, Wellbeing, Graduate Teachers, Literacy Leaders, Mathematics Leaders, Learning and Teaching, Christian Meditation, REL Induction, CAM Staff and IR, CPM Long Service Leave, Anaphylaxis and CPR, Multilingual Learning Communities, Leading Literacy Learning, AusVELS and Australian Curriculum Briefing, National Consistent Collection of Data, Reading Recovery, Behaviour Management for the Graduate Teacher, Parish Primary Board Member Training, Dr Alessandro Colombo – Subsidiarity, Christian Meditation – A Gift for Life, Change 2 Facilitators Course, ICON and School Leaders, Masters in School Leadership, Masters in Student Wellbeing, Graduate Diploma in Theology.

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

<table>
<thead>
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<th>28</th>
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### AVERAGE EXPENDITURE PER TEACHER FOR PL

<table>
<thead>
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<th></th>
<th>$1976.85</th>
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</thead>
</table>

## TEACHER SATISFACTION

### Survey Data

- Teacher Confidence – 81
- Respect for students – 84
- Importance of Catholic Culture - 83
- Engaging Practice - 75
- Ownership – 63
- Teamwork – 60
- Professional Growth – 60
School Community

Goals
To strengthen communication and collaboration with parents, parish and the wider community to enhance student learning and well-being.

Intended Outcomes
- That parents will have new and continued opportunities to be involved in the life of the school and in their children's learning.

Achievements and Value Added
Many opportunities are provided at St Mary’s to build the connection between home, school and the wider community.

- St Mary’s has a rich and active Parent and Community Groups. These include; P&F, Parish Education Advisory Board, Parish Pastoral Council, St Mary’s Care, Uniform Shop Co-ordinators, Mothers and Fathers Reps, Grade Reps, Social Committees, Sports Helpers, Literacy Helpers, Classroom Helping Hands and Maintenance Committee
- These groups add depth in so many ways and this has a direct impact of the Wellbeing of the students. Project, programmes and initiatives include; trained literacy helpers, classroom support, sports, the arts, excursions, St Mary’s Care, parish and community activities, Grade Representatives, buddy families, parent sub committees and Policy committees ( Anti Bullying, Cyber Safety, Safe Parking), Parent Grants Coordinator, Hot Food Days. Parents organizing activities such as Shrove Tuesday, Mothers and Father’s Day breakfasts and stalls, children’s Liturgy, sessions and the involvement of the Parish Priest, reflection days, student leadership days, class activities, altar servers, Fun day functions, the school fair, social justice activities and fundraising. The above are examples of a unique partnership with families, parish and community. This important partnership builds goodwill, trust and positive relationships that enable the school community to promote faith, learning and optimism.
- Parent Helpers are encouraged in a variety of roles in the school. The Literacy Helpers program is a success, particularly in the P-2 area. Parents complete a one hour training session and then nominate to regularly help out in a classroom. Parents who are unable to commit to this are encouraged to help in other ways by covering books for the Library, making games etc. at home.
• The ‘Faith nights’ program has been expanded to include all years, not just the Sacramental years. Parents seem to embrace this model where they work with their child/ren. (average 90% turnout)
• Meet ‘n’ Greet sessions at the beginning of the year and Goal setting meetings mid-year are well attended and provide formal one-on-one opportunities for parents to talk to teachers. (average over 90% attendance)
• All teachers have an open-door policy for parents.
• Use of laptops and IWB across the curriculum has enabled the links between ICT use at home and school to further develop
• Parents are invited on school excursions, to help at our Athletics and Swimming carnivals (or just to come and watch)
• Grandparents Day has become a regular date on the calendar, where Grandparents (or special person) are invited in to share their experiences of learning and compare to contemporary schools.
• Local businesses are supported as ‘preferred suppliers’
• The Malvern East Community Bank (Bendigo Bank) has donated a considerable sum of money to the school to help finance upgrades to the school grounds. This is due to the work of the Grants/donations officer of the P&F
• The Parish Education Advisory Board (PEAB) has revised its role within the school. Its constitution outlines its function to support and advise the Parish Priest and Principal.
• The transition program at both ends of the schools has developed with Kinder visits and visits from High school staff for our Grade 6 students.
• The Opening Mass of the year includes the Commissioning of Grade 6 students, staff, P&F and PEAB
• Classes attend parish masses on a regular basis during the week and once a term at a Saturday night mass
• The bi-annual Parish Fair is a large commitment from the school and wider community and raises substantial funds.
• Project Compassion is a large part of Term 1 activities where the Grade 6 Leadership group encourage students to participate. This also forms part of the RE program at this time.
• Donations for the Easter Egg raffle are used to provide hampers to the Sacred Heart Mission
• St Mary’s has been regular participants in ‘Jump Rope for Heart’ and the ‘Run For Kids’ in support of the Royal Children’s Hospital. Training is organized before school by staff for the run.
• Senior students are involved in the local RSL ANZAC and Remembrance day services
• Students also visit Cresthaven Retirement Village.
• St Mary’s hosts students from St Kevin’s College, Sacre Coeur and other surrounding high schools as part of their community service/work experience programs
• We engage with Australian Catholic University and other Universities, with their student teacher program
• The partnership between school and home is fully recognized and built upon. Information is given to parents in a variety of ways (information nights, notes home, home-learning, newsletters, class and whole school Curriculum News publication, website, parent helpers, Grade representatives) to include them in the formal education.
• Students are given opportunities to become aware of the ‘wider world’ and reflect on how they can help others. Wherever our students go – excursions, inter-school sports, - their conduct is positively commented on as responsible, caring citizens. The parents of the Foundation Year students anecdotally have many positive comments about the Grade 5/6 students and the relationships they build in the buddy program. Visitors (CRT, incursions) likewise comment on the conduct of our students and are eager to return. As a school we need to continue to build and strengthen the students’ positive self-image. Of significant importance is also the parents’ perception of student behaviour.

• The Parish Advisory Board role in developing policies and procedures, supporting the staff and students in new initiatives and being the voice of the school in so many ways.

• The Parish Pastoral Council has created beautiful links with the school and parish.

• The School Maintenance Committee have given so freely of their time. These people continue to make our school grounds safe and beautiful.

• St Mary’s has established links with a variety of groups including; the local council and Members of Parliament, local sporting teams and athletes, visiting guests and experts

• Working with The Malvern RSL on special History Projects.

• We cherish our links with Holy Eucharist and have enjoyed sharing a variety of events with our Sister School. These included; Sacramental preparation and reflection days, Grade Excursions and Camps and staff gatherings.

### PARENT SATISFACTION

**Survey Data**

2014 Parent Surveys highlighted:

- Opportunity Faith – 90
- Teacher Morale - 75
- Compassion – 83
- Social Justice – 78
- Connectedness to School – 80
- Approachability – 70
### VRQA Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>213,158</td>
</tr>
<tr>
<td>Other fee income</td>
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<td>Private income</td>
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<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
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<td><strong>Total recurrent income</strong></td>
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<td><strong>Recurrent Expenditure</strong></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><strong>Capital income and expenditure</strong></td>
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<tr>
<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</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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<tr>
<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>409,560</strong></td>
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<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>337,224</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 fees.
Future Directions

EDUCATION IN FAITH

- Build a culture of ongoing professional growth for staff in the area of Religious Education and Theology.
- To maintain and strengthen opportunities for spiritual growth, for staff, parents and students.
- To continue to develop our concepts of learning that will inspire and inform. These concepts are written with a ‘Catholic Lens’ to ensure that our faith is in everything that we do at St Mary’s.
- To include Religion into Home Learning tasks to enhance our Home/School/Parish relationship.
- Continue to explore the ‘Catholic Identity’ of the school and look to implement change that allows St Mary’s to be a school, that has a strong visible signs and practices, centred on Christ, the Gospel values and social justice.
- Build upon Assessment in Religious Education, through open ended assessment tasks that will allow for the tracking of student achievement across all year levels.
- Continued involvement in the process of Curriculum Renewal with the Catholic Education Office.

LEARNING and TEACHING

- Literacy focus in Reading with support materials, that will have a direct impact on maintaining levels as students’ progress up the grade. Teachers will continue to use Daily 5, CAFÉ and Fountas and Pinnell in 2015. The Literacy Leader, will work with staff to further their knowledge around comprehension strategies
- The Literacy Leader will also continue to meet with the other Literacy leaders from the Schools Improving Schools project, as they learn from each other and use their collective knowledge to improve student outcomes even more.
- Mathematics Professional Learning for staff, students and parents with Michael Ymer.
- Literacy and Maths leaders to work closely with staff looking at quality planning, assessment and data and differentiated learning to cater for all children
- St Mary’s will begin to use their newly mapped and ‘bundled’ curriculum in 2015 and implement the use of inquiry learning to increase student choice and voice. The leadership team will work with staff during planning time to continue the work around the curriculum and fine tuning how to document what is being learnt.
• Inviting parents into the classroom to see the students at work and how teachers question, scaffold learning and then question some more to motivate and inspire our students to go further. We want all learning to have an action as the end point so that learning is real and relevant for all.

• Personalized learning for all learners – aligning with our Catholic School Vision to ensure all students fulfil their full potential. Ensuring there is further support for the middle cohort. To further engage students to become more successful learners.

• Introduction of Google docs for planning and communication. We are auditing our technology to ensure that as a school we are keeping with current practice.

• Continued audit and update of our technology resources, to ensure that as a school we are keeping with current practice.

**STUDENT WELLBEING**

• Embed Morning meditation sessions.

• Further Professional Learning on Restorative Practices

• Embed morning meditation sessions.

• Establish a wellbeing framework that focuses on developing emotional literacy.

• Further develop the confidence of our students so they have a positive self-image.

• Devise and adopt data gathering mechanisms and processes that track and monitor student wellbeing over time.

• Continue to build relationships with the wider community to assist with the transition from kindergarten to school.

• Build upon our knowledge of RP by developing a whole school approach to behaviour management.
LEADERSHIP and MANAGEMENT

- Build a culture of feedback and develop and maintain multiple sources of effective feedback
- Refine and establish an effective teamwork model
- Explore options in relation to management of work demands and work life balance
- Strengthen communication and partnerships with parents and community.
- Explore and implement, innovative and sustainable approaches to teacher development.
- Continued audit and update of our technology resources, to ensure that as a school we are keeping with current practice.

COMMUNITY

- Introduce ‘Konnective’ as a means of communication with parents, allowing images and writings about learning to be sent to parents as they occur.
- The establishment of a new website.
- Explore further opportunities for Grade Representatives, sub-committees, P&F, School Education Advisory Board and Parish Pastoral Council to be the voice for communication between staff and the wider community.
- Establish regular forums and focus groups for parents involving parent interests, priorities and partnerships.
- Build upon and strengthen communication in regard to classroom management strategies and positive behaviours that promote learning.
### VRQA Compliance Data

#### E1087
St Mary’s School, Malvern East

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<td><strong>YR 05</strong> Numeracy</td>
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### Average Student Attendance Rate by Year Level

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<th>Year</th>
<th>%</th>
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<td>Year 1</td>
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<tr>
<td>Year 2</td>
<td>95.84</td>
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<td>Year 3</td>
<td>95.61</td>
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<td>Year 4</td>
<td>97.75</td>
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<tr>
<td>Year 5</td>
<td>95.59</td>
</tr>
<tr>
<td>Year 6</td>
<td>99.35</td>
</tr>
</tbody>
</table>

**Overall average attendance** 96.60

### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 77.24% |
## Staff Retention Rate

| Staff Retention Rate | 73.68% |

## Teacher Qualifications

<table>
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<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
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<td>Doctorate</td>
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<tr>
<td>Masters</td>
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<tr>
<td>Graduate</td>
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<tr>
<td>Certificate Graduate</td>
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<td>Degree Bachelor</td>
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<tr>
<td>Diploma Advanced</td>
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<td>No Qualifications Listed</td>
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## Staff Composition

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<th>Count</th>
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</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
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</tr>
<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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