

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



**St. Mary's Primary School**  
Malvern East

**2018**

REGISTERED SCHOOL NUMBER: 1024



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E NUMBER	E1087

## Minimum Standards Attestation

I, Shane Tobin, attest that St. Mary's 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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 2019

## Our School Vision and Mission

### Vision

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

### Mission

St Mary's is a school:

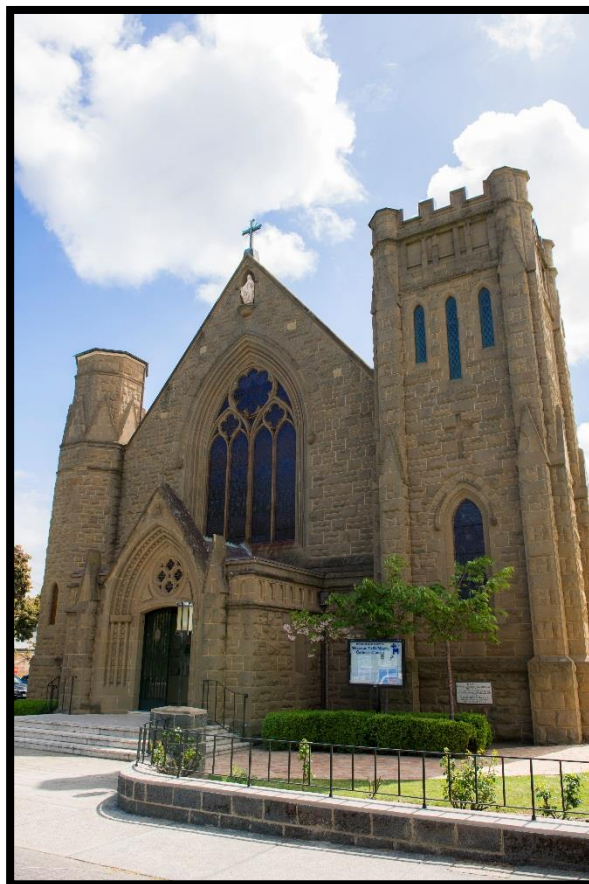
Where our Catholic Identity is visible and encourages a passionate response to the needs of contemporary society.

Where the learning and teaching is an exemplar of Catholic Education; challenging and innovative, embracing the uniqueness of individuals as lifelong 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.



## School Overview

St Mary's is a Foundation to Year 6 school, situated in Malvern East. Archbishop Mannix laid the foundation stone for the school in 1918 and the Brigidine Sisters were the first leaders of St Mary's School.

Over the years St Mary's School has undergone many changes and improvements with building works and extensions. The most recent, in 2009, included six new contemporary learning spaces, a new foyer and reception area, meeting rooms and a refurbished library.

St Mary's School has a dedicated and innovative staff who strive for excellence in every area of the curriculum. The students are motivated and conscientious and achieve high results at a state and national level. St Mary's School prides itself on the education of the whole child and enriches the core curriculum with specialist subjects such as Mandarin, Visual Arts, Music and Physical Education.

St Mary's School is strongly supported by the parent and parish community. At St Mary's School we recognise and develop the potential of each person as a unique individual, and embrace a shared understanding that God's love and Christ's teachings are at the center of our values and beliefs.

*Our strategic intent is to use evidence based practice consistently to achieve an exemplary learning community in which all can flourish.*



## Principal's Report

St Mary's School celebrated its centenary in 2018 and as such it has been a very special and memorable year in the life of our school.

Celebrations commenced early in 2018 when our students began working closely with local artist Katrina Frazer from 'This Artful Life' to create a series of mosaics illustrating the school's story over the century of its existence. Other historical markers were also created including a Time Capsule, Cross, and there is currently a plan in place to build a Centenary Pathway linking our school and church.

Community engagement was another exciting element of the celebrations that included student led school tours for alumni and the wider community, a 'Back in Time School Day' that focussed on life in school as it might have been in 1918, a whole school centenary concert, a special role highlighting our centenary in the St Patrick's Day Mass at St Patrick's Cathedral, and a Mass at St Mary's Church concelebrated by then Archbishop Denis Hart, followed by a community celebration in the Parish Hall. This event showcased wide-ranging historical artefacts consisting of photographs, maps, and memorabilia including school bags and books, uniforms, student reports and other school related documentation. These items came from a range of sources including the school's archives, community members, local council and the Malvern Historical Society. A number of school centenary memorabilia were also created including a centenary school logo, scarf, badge, key ring, and a car sticker.

Sr Louise Cleary (Brigidine Sister) undertook some work with our staff to help us better understand the charism of the Brigidines who were such an integral part of St Mary's School for most of its one hundred years. The focus of this was to explore how the Brigidine Charism might inform the future of St Mary's School. Contributions to our centenary were made by numerous people in so many different ways which was reflected in the inspiring community feedback we received about the success of our centenary celebrations. We are most grateful to all those who participated and contributed to this momentous occasion.

In 2018, St Mary's School committed to a partnership with Holy Family Doveton Primary School and Catholic Education Melbourne to help deepen our understanding of the Religious Education Renewed Curriculum Framework standards and to assist staff in their ability to develop related assessment tasks that enable successful moderation. Staff continued to explore the action research question, 'In what ways do we empower and engage learners to become inquiry focused and self-directed in their learning that enables them to take action?'

We continued to implement Restorative Practices and empowered students with skills to resolve social situations where there was a difference of opinion. Literacy and Information Communication Technology have also been areas of focus with ongoing professional learning being supported by expert consultants and the school's Digital Literacies Leader. We have been thrilled with the successful continuation of our Year Three to Six '1:1 Chromebook Program. This program has been strongly supported by a range of professional learning for staff, a rigorous licensing program for students, and parent information forums.

The school is proud of the continuing partnership with Catholic Education Melbourne (CEM) and the Australian Catholic University (ACU) to support Mathematics. We have been particularly proud and excited at the system level recognition of the expert mathematics leadership and teaching excellence there is in St Mary's School. This was particularly noteworthy during 2018 when leaders were invited to present to system networks and lead other schools in what it means to deliver best practice in the



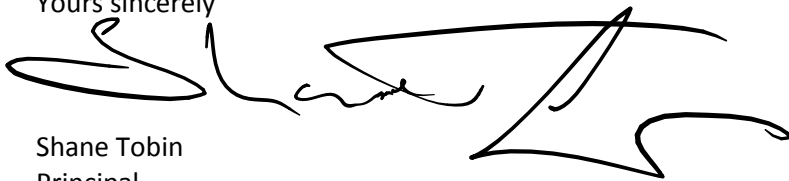
teaching of Mathematics. The school has also established a partnership with Dr Jeni Wilson (Melbourne University) to support the area of Inquiry Learning as well as a range of other consultants to support broad professional learning for staff including an initial exploration and review of our approach to the teaching of English. This broad ranging professional learning is being provided to support us in delivering on our 2018-21 School Improvement Plan which is focussed on fostering a culture of continuous school improvement, consistency and excellence.

In response to parent feedback and recent federal government legislation and with the support of Catholic Education Melbourne, St Mary's School began to review our approach to School Reports. We explored the potential of an ongoing approach to report writing and have collaborated with, and at times led, other schools in trialling such a model.

I wish to acknowledge the important role that our Parish Education Advisory Board (PEAB) plays in commenting on the strategic direction for our school and thank all the members of our 2018 PEAB for their support and contribution. I regularly describe our community as unique and much of the rationale for this is borne out of the work of our Parent Committee and its countless subcommittees. I am both humbled and proud of the extraordinary work undertaken by our parent body. We have been excited about our contribution to the development of Monsignor Stuart Hall's initiative of a ten year vision, 'Future Directions', for our parish of Holy Eucharist and St Mary's. Further to its publication this year, we are looking forward to collaborating with the parish to support its implementation. This initiative provided a great deal of the groundwork necessary for St Mary's School to begin working on developing a School Building Master Plan. We are very excited about the draft plans that have emerged and are looking forward to exploring some options in 2019 for staged implementation in the near future.

I am very excited about the possibilities that lie ahead as we look to build on the success of 2018 and consider what can be done in the future to further these achievements. I look forward to collaborating with you in 2019 and beyond, and thank you for your wonderful support; it is this support that makes St Mary's such a 'unique' place to be!

Yours sincerely

A handwritten signature in black ink, appearing to read 'Shane Tobin', with a stylized flourish at the end.

Shane Tobin  
Principal



## Education in Faith

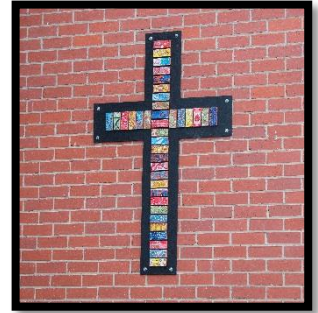
### Goal & Intended Outcome

To further develop St. Mary's School, within a Catholic parish community, to enable all to come closer to God, re-contextualising their faith in a contemporary society.

- That a commitment to living the Catholic faith is embedded and evident in the life of members of St. Mary's parish school community.

### Achievements and Value Added

- Embedding of Faith Based Inquiry as an approach to teaching Faith Education
- Participation in a Collective facilitated by Catholic Education Melbourne (CEM), where St Mary's has partnered with Holy Family Doveton to build capacity around consistent assessment of Religious Education using the Curriculum Framework. As part of the Collective we surveyed staff to ensure their needs were being met. This resulted in a combined Professional Learning Community meeting in Term 3. In Term 4, both schools came together in the Parish Narthex for a day facilitated by the CEM. The focus was around planning an Advent unit of work, as well as personal Faith formation of teachers about the Catholic Tradition.
- Use of Horizons of Hope across the curriculum to bring a Catholic lens to all areas of school life.
  - Specific consideration of how faith education is integrated into our Inquiry Learning themes supported by Dr Jeni Wilson (The University of Melbourne)
  - Use of Catholic Social Teaching Principles across faith education and the wider curriculum, particularly Inquiry Learning
- A consistent structure for prayer was developed for all prayer at staff meetings, parent nights, assembly and in classrooms
- A consistent structure for Liturgy that ensures Scripture and prayer is central to student reflection
- Centenary Celebrations:
  - Centenary Mass concelebrated by Archbishop Hart, Bishop Elliott, Fr. Bill and Monsignor Stuart
  - Blessing of the mosaics - artwork created by our students in Years 3-6, with the support of an artist-in-residence
  - Re-connected with Sr Margaret Pelly of the Brigidines who was a special guest during Centenary Celebration Week who engaged staff and students in discussions about the charism and deep story of the Brigidines
  - Special role for St Mary's School at the St Patrick's Day Mass to mark our Centenary
- Special Feast Day celebrations; this included a Liturgy hosted by our Year 6 leaders, buddy activities across classrooms with a focus on Mary, and an engaging whole school incursion which required students of all ages to build connections and positive relationships







- Celebration of the Sacraments. In March, 52 students made their First Reconciliation and in June, 40 students celebrated the Sacrament of First Eucharist. Finally, in September, students in Year 6 made their Confirmation at a Mass celebrated by Bishop Elliott
  - Reflection days conducted for all students (school and parish) for Sacraments
  - Collaboration between school and parish to run a Parish Program for Sacraments



- Formation of a school choir to support liturgical celebrations
- Faith Nights, for non-Sacramental classes provided an opportunity for students and their families to continue to build their Faith Education as a family
- Special minister training for staff with Monsignor Stuart Hall
- Regular class participation at weekly Masses, particularly by sacramental year levels
- Andrew Chinn workshops for all students at the beginning of the year
- Further links between parish and school have continued to flourish: Year 6 students have again been involved in serving lunch to parishioners following First Friday Masses, and parishioners have been invited to various school based activities such as Year 5/6 Passion Plays and Shrove Tuesday celebrations.
- Special Liturgies for significant occasions during the year including Easter (Passion Plays), Mother's Day, Father's Day, Anzac Day and Remembrance Day.



## Learning & Teaching

### Goal & Intended Outcomes

To use evidence based research to ensure a challenging, engaging and purposeful learning environment in which every learner achieves their full potential.

- That students' English and Mathematics learning outcomes will improve.
- That students are empowered and engaged through purposeful learning.



### Achievements

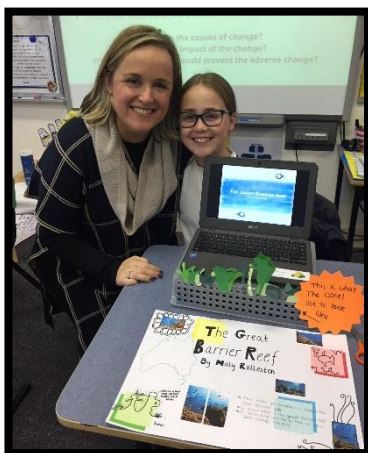
- A range of professional learning was run throughout the year to build staff capacity in areas including, Literacy, Mathematics, Inquiry Learning, Digital Technologies, and Ongoing Reporting. These areas of professional learning have been supported by various consultants, curriculum leaders and staff. They have been run as part of the school day whereby staff have been released in teams from their classes to engage in this work and, or, as part of our Professional Learning Community (PLC) Meetings held on Tuesdays and Wednesdays. This professional learning has also been a feature of our School Closure Days in 2018. Staff have also accessed a range of external professional learning to support the school's program of professional learning in support of our 2018-21 School Improvement Plan.
- Establishment of an Intervention Team to determine protocols and processes for the selection of students for intervention and enrichment in Literacy and Mathematics
- Home Learning Policy was reviewed with all staff ensuring a consistent approach for all students from Foundation to Year 6. Home Learning provides an opportunity for students to review work from the classroom and engage families in their learning. Home Learning is presented in a grid each fortnight, where reading and home help are compulsory components, with other options allowing for some student choice.

### Inquiry Learning:

- Continued work with Dr Jeni Wilson to deepen staff knowledge in the pedagogy of inquiry. We also explored links between the pedagogy of inquiry and the pedagogy of encounter
- A range of excursions and incursions undertaken to support student learning
- Hosting of regular Student Expos to enhance and promote student learning, and engage the wider community

#### • Centenary Inquiry Learning included:

- Centenary - Back In Time School Day
- Centenary Mosaics (School History)
- History Box incursion
- Centenary Timeline
- Centenary Concert (Inquiry focused)





### Literacy:

- Participation in a range of Professional Learning Community meetings to upskill new and existing staff about the Fountas and Pinnell benchmark assessment system
- Staff explored and promoted related highly effective teaching strategies
  - Initial reading data collected by teachers was examined and reflected on so that improved targeted teaching actions could be explored
- NAPLAN and PAT data analysis workshops with Philip Holmes Smith supported curriculum leaders in building the data analysis skills capacity of all staff
- Liaising with Catholic Education Melbourne to support school goals for improvement in reading as identified in 2018-21 SIP and 2018 AAP



- Phonics in Context Professional Development Days were attended by five junior school staff, building on staff who trained in this previously
- School closure day focused on SMART Spelling, ensuring a consistent approach to pedagogy around spelling. This day also included the purchase of SMART Spelling resources and manuals, to support teachers with implementing the program in classrooms
- Literacy intervention program continued for students across a variety of year levels
- Integration of STEM and Literacy through Professional Learning Community meetings
- Public speaking skills were a focus again this year, with students in Years 4 and 6 having an opportunity to complete the Super Speak Program
- Professional Learning session facilitated by Philip Holmes Smith (SPA), focussing on writing rubrics
- Professional Learning for Parent Helpers sessions

### Digital Technologies:

- Digital Technologies supported by Mr Martin McGauran, including a focus on STEM professional development
  - Use of Bee Bots, Scratch and Makey Makey's in addressing the Digital Technologies Curriculum and supporting Inquiry and STEM Learning
  - Cyber Safety Program for students, staff and parents
- Year 3 - 6 Chromebook Licence program continued, enhancing student engagement in learning
- Professional Learning Community meetings with staff, supported further exploration of the Digital Technologies curriculum

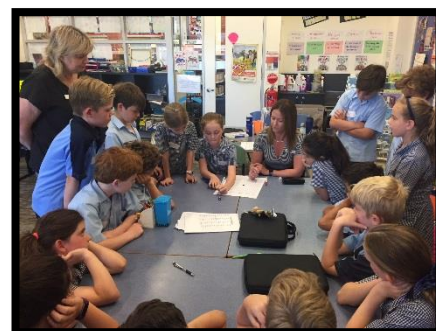


stressed or overwhelmed.

- Provided opportunities for staff to explore and learn how to best utilise Seesaw, a school wide digital portfolio resource
- Participation in the inaugural CEM STEM MAD (Making a Difference) Showcase Day. Interested senior students applied to join a team who then worked collaboratively with the support of the Digital Technologies Leader to identify an authentic problem and design a related possible solution. The team decided to focus on Student Wellbeing. They designed a website that focussed on providing a potential space students could access when feeling

## Mathematics

- Matific training for all staff and schoolwide implementation.
  - Matific is an online resource that engages students in a variety of mathematic concepts through game based play. Students are able to access personalised tasks both at school and at home
- Invitation to our school to present to CEM Middle Leaders Network about our work in Mathematics. This was very well received and successfully led by two senior staff Ms Lucy McGrath (Mathematics Leader) and Ms Lauren Jones (Deputy Principal)
- NAPLAN and PAT Data analysis was undertaken at PLC Meetings and Team Level Meetings
- Introduction of classroom observation models including Lesson Studies and Learning Walks as part of the Mathematics project
- Continued learning partnership with Mathematics Learning Consultants from CEM twice a term; this had an emphasis on developing collaborative learning environments to implement professional dialogue around best practice in the learning and teaching of Mathematics
- Facilitated planning in Mathematics with classroom teachers to support consistency and best teaching practice
- Mathematics Intervention program introduced for students in Year 2-4
- Professional Learning to design 'Pre-Assessments' for every Mathematics unit ensuring units of work are planned and taught to the specific needs of students as a results of collating 'Pre-Assessment' data
- Commitment to the design and implementation of Learning Intentions and Success Criteria to support learning and teaching



- Explored the Numeracy Learning Progressions and have begun using these as a regular part of all Mathematics planning
- As a collaborative process we established Five Key High Impact Teaching Strategies that we would expect to see in every classroom, every day, in order for all students to make appropriate growth and progress at St Mary's: Visible Learning Intentions and Success Criteria, Differentiation, Explicit Teaching and Active Learning, Feedback, and Student Reflection.

## Specialists and Other Curriculum Initiatives:

- A holistic approach to education continued to be a priority at St Mary's throughout 2018. This was supported by specialist lessons including, Mandarin, Visual Art, Performing Arts/Music and Physical Education.
- To highlight our Mandarin program, Chinese Culture Day was celebrated with broad ranging activities and a whole school incursion.
- During Performing Arts/Music lessons, students made preparations for the delivery of a memorable historical performance, highlighting significant people and events that helped to shape our school over time; this was especially significant during our Centenary year.



- Our Physical Education program continued to thrive across the school with a range of sporting carnivals and Dendy competitions taking place. Students in Year 5/6 participated in weekly interschool sport competitions with other local schools, playing AFL football and netball. Collingwood FC visited St Mary's to talk about health and wellbeing with all students, Melbourne FC visited our Year 5/6 students to talk about leadership and Melbourne United Basketball team played a game of basketball against our students
  - Further to a visionary ideal and a committed annual sponsorship from our Parents Committee, a Sports Coaching Program was provided; professional coaches were employed to work with our students leading up to a variety of competitions and assisted them with improved development of advanced skills and techniques.
- A grant was received from Sporting Schools during the year which enabled our students in Years 4-6 to attend a Surf Lifesaving Day
- Further development of a school Music Program was undertaken during Semester 2 including the introduction of a School Choir
- Our Camp Programs for students in Year 3, Year 4, and Years 5 and 6 continued successfully. Year 3 enjoyed at night at Mt Evelyn, Year 4 spent two nights at Lady Northcote, while our Year 5/6 students experienced two nights at Lake Dewar and Sovereign Hill



- Professional Learning for staff that focussed on the importance of parent engagement was facilitated by Mr John Stafford
- Delivery of Family Life sessions; this included a parent information night as well as three workshops for students.

### Ongoing Reporting

- Exploration, introduction and initial implementation of an approach to Ongoing Reporting
- Participation in an Ongoing Reporting Collective
- Invitation to St Mary's School to co-present as part of a panel to CEM Eastern and Southern Principal Networks about our initial work with aspects of Ongoing Reporting. This was very well received and successfully led by Mrs Vanessa Ratanayke (Digital Education Leader) and chaired by Mr Shane Tobin (Principal)
  - Community conversations were held with parents about Ongoing Reporting
  - Introduction of Seesaw as a platform to deliver live posts in support of an approach to Ongoing Reporting
  - Consultancy support provided by Mr Mark Pietryk

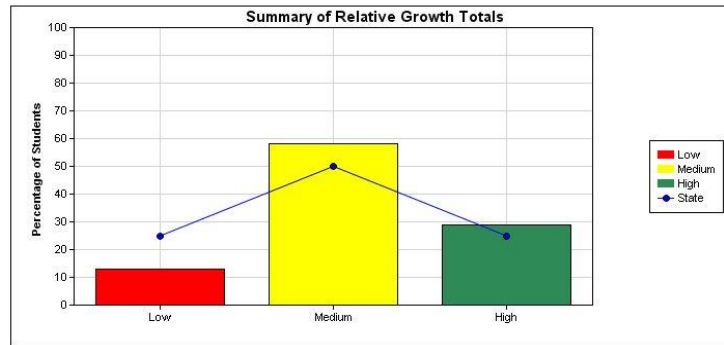




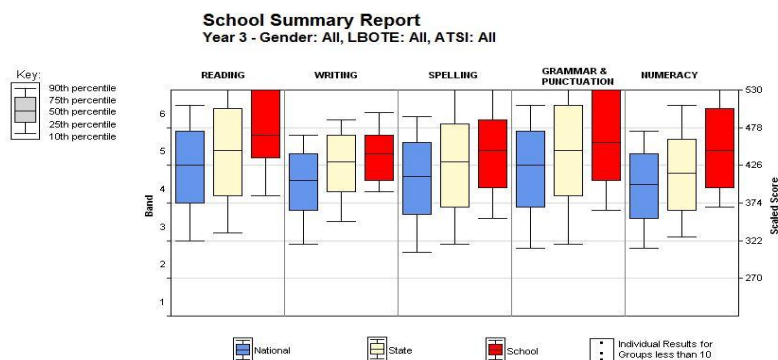
## Impact - Growth Stories

### NAPLAN:

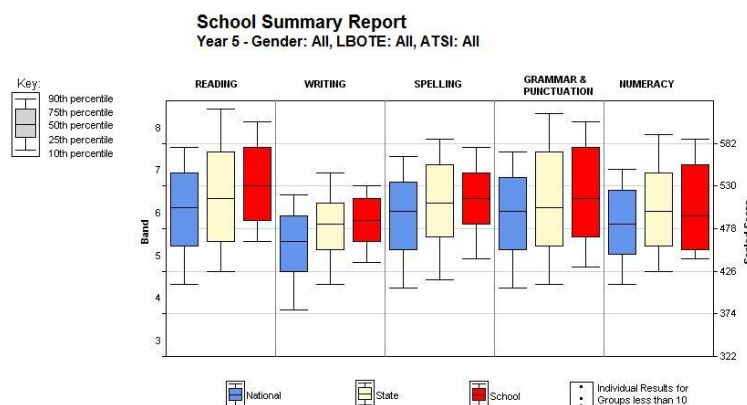
The 2018 NAPLAN graph displayed below demonstrates a summary of growth between Year 3 - Year 5 in reading. A large percentage of students have either made medium to high growth over the two-year time frame, and only a relatively small percentage of students making low growth in the same time frame.



The graph displayed below highlights our Year 3 student achievements across all five 2018 NAPLAN assessments; Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. St Mary's School significantly outperformed all schools at both a State and National level.



The graph displayed below highlights our Year 5 student achievements across all five 2018 NAPLAN assessments; Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. St Mary's School consistently outperformed all schools at both a State and National level.

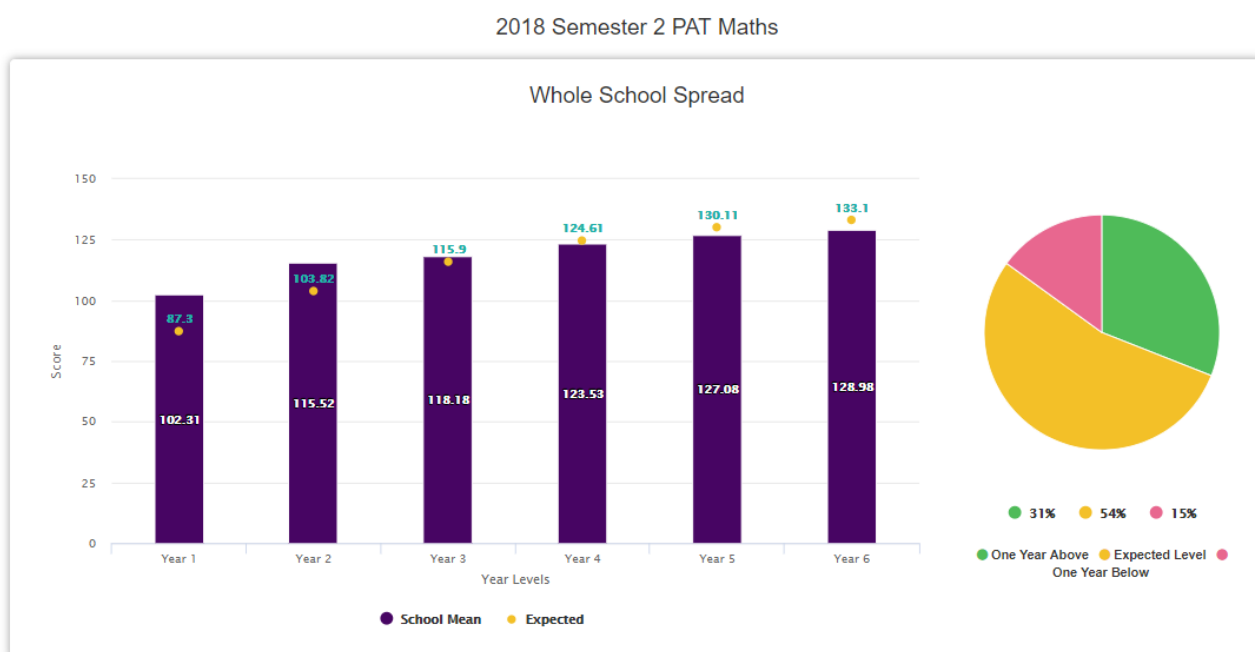


**MATHEMATICS:****Variety of data from PAT Maths Testing: Test conducted once yearly in October**

Progressive Achievement Tests in Mathematics provide information about the level of achievement of students from Year 1 to Year 10. The tests assess students' skill and understanding in multiple-choice format in the six strands of:

- Number
- Algebra
- Geometry
- Measurement
- Statistics
- Probability

The assessments also address the mathematical processes of understanding, fluency, problem solving and reasoning. The skills assessed by each question are mapped against the Australian National Curriculum for Mathematics.



**Whole school spread PAT Maths 2018:** This data shows two pieces of information. The bar graph outlines the expected standardised mean for each year level in comparison to our school mean for each year level. The graph shows we were successful in meeting and exceeding the expected mean in Year 1 to 3 and close to the expected mean in Year 4 to 6.

The pie chart is an analysis of all students at our school who completed the PAT Maths test and the spread of students one year above, at expected level and one year below. As a whole school, we have double the amount of students one year above than one year below, with just over 50% of our students sitting at the expected level.

**LITERACY:**

Progressive Achievement Tests in Reading assess students' reading comprehension skills, vocabulary knowledge and spelling.

Comprehension assesses retrieving directly stated information, interpreting explicit information, interpreting implied information and reflecting on texts in multiple-choice format. These skills reflect comprehension skills described in the Australian National Curriculum for English.

**Progressive Achievement Tests in Reading growth analysis:** The tables displayed below show student growth from Semester Two (2017) to Semester Two (2018) in the PAT Reading Assessment for all year levels, except Foundation and Year 1.

**Year 1 - Year 2 Between Year Growth Analysis during 2017 Semester 2 - 2018 Semester 2 in PAT Reading**

	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	91.19	113.62	22.43
Expected Growth	92.88	104.01	11.13
Difference			11.3
Students	36	33	32
Percentage of matched students			96.97

Students in Year 2 2018, exceeded the expected PAT score growth by an additional 11.3, between Semester 2 (2017) to Semester 2 (2018).

**Year 2 - Year 3 Between Year Growth Analysis during 2017 Semester 2 - 2018 Semester 2 in PAT Reading**

	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	110.98	121.14	10.16
Expected Growth	104.1	113.27	9.17
Difference			0.99
Students	48	52	48
Percentage of matched students			92.31

Students in Year 3 2018, exceeded the expected PAT score growth by an additional 0.99, between Semester 2 (2017) to Semester 2 (2018).

**Year 3 - Year 4 Between Year Growth Analysis during 2017 Semester 2 - 2018 Semester 2 in PAT Reading**

	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	117.18	124.54	7.36
Expected Growth	113.27	120.52	7.25
Difference			0.11
Students	39	46	37
Percentage of matched students			80.43

Students in Year 4 2018, exceeded the expected PAT score growth by an additional 0.11, from Semester 2 (2017) to Semester 2 (2018).

### Year 4 - Year 5 Between Year Growth Analysis during 2017 Semester 2 - 2018 Semester 2 in PAT Reading

	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	122.85	130.87	8.02
Expected Growth	120.51	125.73	5.22
Difference			2.8
Students	46	31	29
Percentage of matched students			93.55

Students in Year 5 2018, exceeded the expected PAT score growth by an additional 2.8, from Semester 2 (2017) to Semester 2 (2018).

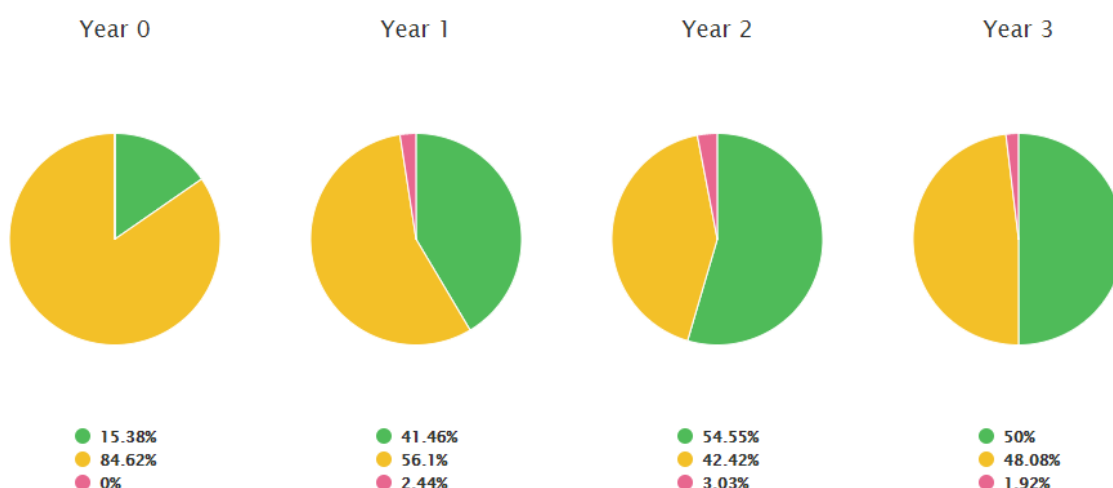
### Year 5 - Year 6 Between Year Growth Analysis during 2017 Semester 2 - 2018 Semester 2 in PAT Reading

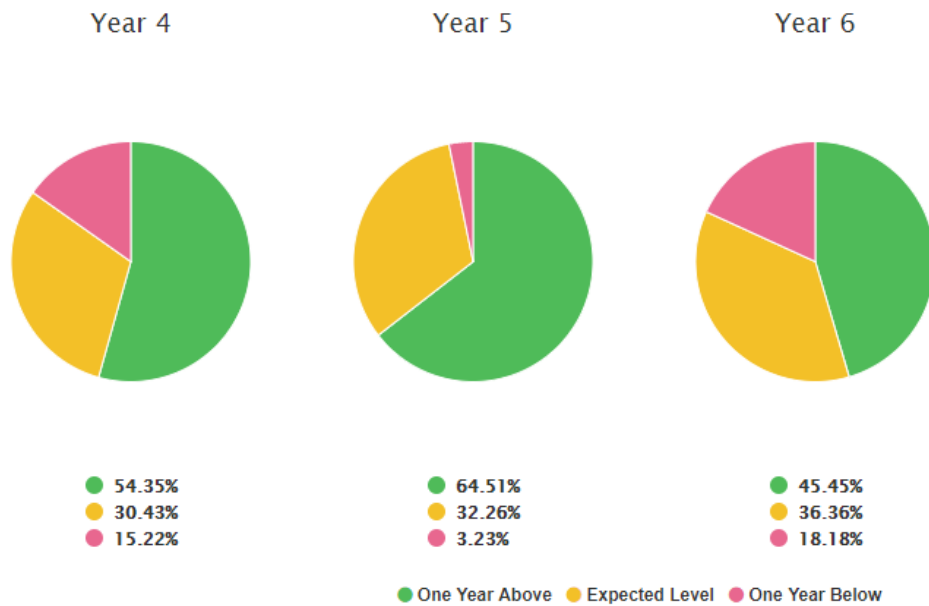
	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	126.57	132.2	5.63
Expected Growth	125.84	129.25	3.41
Difference			2.22
Students	19	22	18
Percentage of matched students			81.82

Students in Year 6 2018, exceeded the expected PAT score growth by an additional 2.22, from Semester 2 (2017) to Semester 2 (2018).

**Individual Year Level data:** The pie charts displayed below are an analysis of all students at our school who completed the PAT Reading assessment in October, 2018, and the spread of students one year above, at expected level and one year below expected levels. As is evident above, 50% or more of students in Years 2, 3, 4 and 5 are performing at least one year above expected levels. In Years 5, 3, 2, 1 and Foundation, we have less than 4% of students performing one year below expected levels. The skills assessed by each question are mapped against the Australian National Curriculum for Reading.

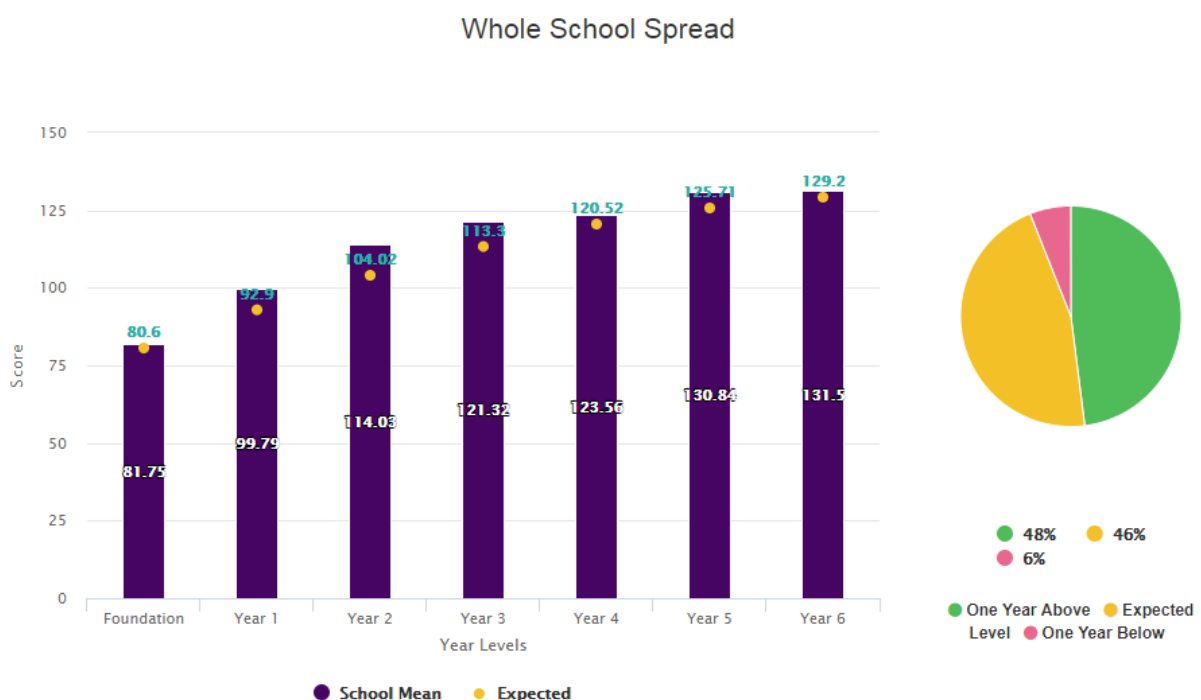
#### Individual Year Level Stats





**Whole school spread PAT Reading 2018:** This data shows two pieces of information. The bar graph outlines the expected standardised mean for each year level in comparison to our school mean for each year level. The graph shows we were successful in meeting and exceeding the expected mean in Year 1, 2, 3, 4 and 5, and were close to the expected mean in Year Foundation and Year 6. The pie chart is an analysis of all students at our school who completed the PAT Reading test and the spread of students one year above, at expected level and one year below. As a whole school, we have 48% of students performing one year above expected levels and only 6% of students performing one year below expected levels in Reading.

### 2018 Semester 2 PAT Reading





**South Australian Spelling Assessment growth analysis:** The tables displayed below show student growth from Semester One to Semester Two in the South Australian Spelling Assessment for all year levels, except Foundation.

#### Year 1 Within Year Growth Analysis during 2018 Semester 1 - 2018 Semester 2 in SAST

	Spelling Age 1	Spelling Age 2	Spelling Age Difference
School Growth	6 years 10 months	8 years 02 months	1 year 04 months
Expected Growth	6 years 05 months	7 years 01 month	0 years 08 months
Difference			0 years 08 months
Students	43	43	43
Percentage of matched students			100

Students in Year 1 2018 exceeded the expected growth by an additional 8 months from Semester 1 to Semester 2

#### Year 2 Within Year Growth Analysis during 2018 Semester 1 - 2018 Semester 2 in SAST

	Spelling Age 1	Spelling Age 2	Spelling Age Difference
School Growth	7 years 10 months	9 years 03 months	1 year 05 months
Expected Growth	7 years 05 months	8 years 01 month	0 years 08 months
Difference			0 years 09 months
Students	35	33	33
Percentage of matched students			100

Students in Year 2 2018 exceeded the expected growth by an additional 9 months from Semester 1 to Semester 2

#### Year 3 Within Year Growth Analysis during 2018 Semester 1 - 2018 Semester 2 in SAST

	Spelling Age 1	Spelling Age 2	Spelling Age Difference
School Growth	8 years 12 months	10 years	1 year
Expected Growth	8 years 05 months	9 years 01 month	0 years 08 months
Difference			0 years 04 months
Students	52	51	51
Percentage of matched students			100

Students in Year 3 2018 exceeded the expected growth by an additional 4 months from Semester 1 to Semester 2

## Year 4 Within Year Growth Analysis during 2018 Semester 1 - 2018 Semester 2 in SAST

	Spelling Age 1	Spelling Age 2	Spelling Age Difference
School Growth	10 years 02 months	11 years 01 month	0 years 11 months
Expected Growth	9 years 05 months	10 years 01 month	0 years 08 months
Difference			0 years 03 months
Students	45	45	45
Percentage of matched students			100

Students in Year 4 2018 exceeded the expected growth by an additional 3 months from Semester 1 to Semester 2

## Year 5 Within Year Growth Analysis during 2018 Semester 1 - 2018 Semester 2 in SAST

	Spelling Age 1	Spelling Age 2	Spelling Age Difference
School Growth	11 years 03 months	12 years 09 months	1 year 06 months
Expected Growth	10 years 05 months	11 years 01 month	0 years 08 months
Difference			0 years 10 months
Students	32	31	31
Percentage of matched students			100

Students in Year 5 2018 exceeded the expected growth by an additional 10 months from Semester 1 to Semester 2

## Year 6 Within Year Growth Analysis during 2018 Semester 1 - 2018 Semester 2 in SAST

	Spelling Age 1	Spelling Age 2	Spelling Age Difference
School Growth	11 years 07 months	13 years 01 month	1 year 06 months
Expected Growth	11 years 05 months	12 years 01 month	0 years 08 months
Difference			0 years 10 months
Students	23	22	22
Percentage of matched students			100

Students in Year 6 2018 exceeded the expected growth by an additional 10 months from Semester 1 to Semester 2



## STUDENT LEARNING OUTCOMES

Our 2018 NAPLAN data shows that we consistently and in many areas significantly outperform all schools at both state and national levels.

Over the past three years NAPLAN data across all areas generally indicates we have maintained relatively high student achievement. Mathematics has been an ongoing major focus at St Mary's school which has been supported by an ongoing partnership with Catholic Education Melbourne. The product of this work reflects incremental growth over the past three years in our Year 3 data, while our Year 5 data demonstrates growth in 2018 when compared to 2017.

All students are supported to participate in NAPLAN testing each year. In recognising that students grow and develop at different rates, staff at St. Mary's school personalise and differentiate their teaching and learning programs to enable all students to actively engage in learning, experience success, and maximise their achievement potential.

'Using evidence based practice consistently to achieve an exemplary learning community in which all can flourish' is the school's strategic intent as reflected in the School Improvement Plan 2018 – 2021. We believe that through our ongoing commitment to high quality professional learning we are developing an exemplary learning community in which all can flourish, as reflected in the results referred to above.

## Student Wellbeing

### Goal & Intended Outcome

**To embed existing policy and program initiatives that enable the development of dispositions, mindsets and actions that will foster positive relationships across the community.**

- That students are empowered to develop positive relationships and healthy dispositions within a safe and supportive environment.



### Achievements and Value Added

A range of initiatives were undertaken throughout the year to support wellbeing at all levels of school life which have included:

- School wide involvement in our annual SWELL Week Program at the beginning of the year which provided opportunities for developing positive relationships across classrooms and levels. Throughout the week students participated in a variety of activities, such as picnic lunches with their Buddy class, meditation, collaboration around the construction of a class code-of-cooperation, Growth Mindset activities, Welcome Liturgy, and a Green Hat workshop incursion as a fun way to celebrate the conclusion of SWELL Week.
- 'PROTECT' System Professional Learning for senior staff in support of revised Child Safety Standards. This was followed up at Professional Learning Community Meetings with all staff, ensuring a clear understanding and consistent implementation of the new PROTECT Guidelines
- Introduction and exploration of a new system-wide resource; 'eXcel: Wellbeing for Learning'. This included a Professional Development Day led by Maggie Farrar and was attended by the Deputy Principal and Student Wellbeing Leader. This in turn led to enhanced student wellbeing programming and improved staff capacity to support students
- Promotion of Growth Mindsets and education of our parents through regular newsletter articles, as well as an opportunity to attend a Parent Workshop facilitated by Christine Daicos



- Peer Counsellor Training with students in Years 4-6 which explored restorative conversations and practical strategies for helping others. Following this training, students were then rostered to be available as a peer support on the playground, specifically during lunch times. Younger students were encouraged to speak with the Peer Counsellors if they required support on the yard before speaking with the teacher on duty
- A variety of lunchtime clubs, led by senior students and staff continued to be offered to students including Coding Club, Storytime in the Library, Art Club and Table Tennis



- The Student Representative Council (SRC), made up of two students democratically elected by their peers at the beginning of the year, continued throughout 2018. With direction and support from the Student Wellbeing Leader and some Year 6 student leaders, the SRC met regularly and were able to organise many engaging events including a PJ Day as a fundraiser for 'Fight MND'
- Participation in the Resilient Youth Survey, funded by the city of Stonnington and Resilient Youth, for students in Years 3-6. Staff attended workshops to analyse data and explore practical ways of supporting the social, emotional and mental health of our students
- We continued our subscription to Parenting Ideas. This is an online resource offering positive parenting tips for raising children to be happy and resilient. Weekly posts of relevant articles were posted on Konnective and published in the School Newsletter



- Throughout Term 2, our students in Years 4 - 6 were invited to take part in three workshops focussing on resilience and anti bullying. These sessions were facilitated by staff from Project Rockit and explored many valuable and worthwhile themes. Further to these workshops, students were able to articulate a range of additional resilience strategies and define 'bullying'. They were made aware of practical and helpful strategies to stop bullying behaviours. Students in Year 4 - 6 then shared their learning with younger students during buddy sessions, and with the school community during School Assemblies and in newsletters
- Two of our middle school staff were invited to participate in a Stonnington Brekkie supported by a guest speaker who talked about Student Sleep Habits. Key messages from this session were shared with all staff and some helpful strategies were shared with families
- Implementation of 'risk assessments' for all incursions and excursions and school programming in line with updated policy on Child Safety
- Staff professional learning to support Circle Time was provided, promoting a consistent approach to this practice. New resources were also purchased for all classrooms to support regular Circle Time sessions
- Year 6 students attended and participated in the annual GRIP Leadership Conference at the beginning of the year. This was an opportunity to consider what leadership means and provided ideas and resources to support students in planning actions that could then be enacted at



school. Throughout the year, Year 6 students organised and led many new initiatives, including colouring competitions, environmental awards presented at weekly School Assemblies and organised sporting tournaments held over lunch times

- Current and topical Student Wellbeing items were shared in the School Newsletter on a weekly basis, including articles about Restorative Practices, School Cornerstones, SRC updates and social and emotional learning programs occurring throughout the school
- Staff attended professional learning community meetings about mindfulness and continually shared practice to promote consistency of practice and professional growth
- First Aid Level 2 Professional Learning was completed and all staff obtained relevant certification





## STUDENT SATISFACTION

Our data shows that students are feeling more connected to their peers, more so now, than in the last three years. Student Safety was also an area that shows an increase in results, while student motivation remains consistently high.



## STUDENT ATTENDANCE

### At St Mary's:

All class teachers are required to maintain the electronic roll on NFORMA. Rolls are completed twice daily.

Teachers send an 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.

## Child Safe Standards

### Goal and Intended Outcome

**St Mary's Primary School has a strong commitment to child safety and has implemented all policies and procedures of the Child Safe Standards in line with Catholic Education Melbourne guidelines.**



- The founding rationale underpinning our commitment to child safety is that all students have a fundamental right to be safe and be protected from all forms of abuse and neglect.

### Achievements

- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- The School Code of Conduct has a specific focus on safeguarding children and young people at St Mary's against any forms of abuse or neglect
- All staff, adult volunteers, clergy and contractors are expected to actively contribute to a school culture that respects the dignity of its members. They are expected to observe child safe principles and meet school expectations for appropriate behaviour towards and in the company of children as noted in our Code of Conduct
- Policies have been developed in line with the Child Safe Standards and are promoted on the school website
- Clear guidelines around the use of social media, photos on personal phones are included in the school policy documents
- All staff complete Mandatory Reporting e-modules every year
- All staff maintain Level II First Aid Training qualifications
- All adults working in our school or accompanying us on excursions have a current WWCC (Working with Children Check) and sign the Code of Conduct
- Comprehensive risk assessments are undertaken for camps, excursions and incursions
- Continual reviews of child safety practices are undertaken (annually or more regularly as required) to ensure the ongoing safety of students.
- Child friendly defibrillators were purchased and placed in the School, Parish Hall and Church

## Leadership & Management

### Goal & Intended Outcomes

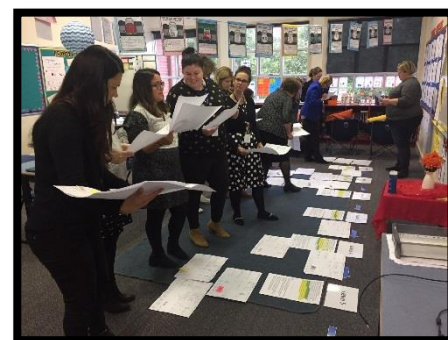
**To build a strong, professional school culture of learning together through collaboration, partnerships and respectful relationships which enable all to flourish.**



- That structures, processes and policies are embedded through collaborative, respectful relationships to promote a strong, professional school culture.
- That opportunities are maximised to enable the school to thrive.

### Achievements

- Ongoing termly collaboration was established with Ross Kimber (School Reviewer) as a critical friend to support the implementation of the 2018-21 School Improvement Plan
- An annual strategic Leadership Planning Day was held with Mr Ross Kimber (School Reviewer) and Mr Anthony Levett (Principal Consultant, Catholic Education Melbourne) that focussed on the implementation of the 2018-21 School Improvement Plan and the development of a draft 2019 Annual Action Plan
- Opportunities were provided for staff to work with school leaders and Mr Philip Holmes-Smith to enhance their capacity to use data analysis to inform learning and teaching
- Initial exploration of the potential for Learning Sprints to compliment feedback processes about professional practices already in place at St Mary's School, including Learning Walks and Lesson Studies, was undertaken
- School structures, including positions of leadership focussing on English and Mathematics with allocated time, were put in place to support school priority areas of English and Mathematics
- A range of resources including partnerships with Catholic Education Melbourne, external consultants, weekly professional learning, were put in place to support staff in delivering consistent approaches to pedagogies and practices outlined the 2018 Annual Action Plan
- A draft School Building Master Plan was developed further to the appointment of Gray Puksand as the school's architects for this project. A Planning Committee was established comprising the Parish Priest, Principal, Deputy Principal, representative staff from each school level, Parish Education Advisory Board representative, Parish Council Representative and a Parent's Committee representative, who met regularly.
- In response to staff feedback, the school introduced regular Year Level Collaborative Planning time in the Professional Learning Community (staff meetings) schedule, prioritising this time as an opportunity for staff to consider previous Professional Learning opportunities and plan appropriately with their level team
- A Marketing Committee was established to consider if marketing of the school should be undertaken and if so, what type of marketing approach should be adopted. This work also provided an opportunity for staff to reflect on what they believe makes St Mary's School unique.
- A Grants Committee explored potential future sources of funding and prioritised suggested projects



- St Mary's School actively engaged in political debates about School funding with local and senior federal politicians. This work led to St Mary's participation in a sole presentation from Catholic Schools and Catholic Education Melbourne to the National Schools Resourcing Board which in turn contributed to a commitment to review the Gonski II Model on school funding



- Continued collaboration with the Parish Education Advisory Board led to the development of a Draft School Building Master Plan, the establishment of a Marketing Committee, the completion and ratification of an update Board Charter, and the review and ratification of a variety of school policies.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2018

#### All teaching staff participated in:

- Catholic Education Melbourne Maths Project
- Professional Learning day based on the SMART Spelling program, facilitated by Michelle Hutchison
- Facilitated planning with Monash University Inquiry consultant Dr. Jeni Wilson
- Religious Education Professional Learning partnership with Holy Family Doveton, including a focus on planning and assessment in Religious Education, and facilitated by Catholic Education Melbourne
- Professional Learning sessions based on Digital Education, supported by Martin McGauran
- Phonics in Context Professional development for four junior classroom teachers (three days)
- Weekly staff meetings as a whole staff and in teams, in addition to four school closure days to support enhancing teacher capacity and consistency of practice

#### Curriculum Leaders attended:

- Principal monthly meetings
- Religious Education Leaders Network each Term
- Deputy Principal Network each Term
- Middle Leaders Network each Term (Mathematics and English)
- Student Wellbeing Network meetings each Term
- Digital Education Network each Term
- Learning and Teaching Network each Term
- Inclusion Network each Term



NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	28
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2, 821

It should be noted that this figure only refers to teacher replacement and consultancy costs.

### TEACHER SATISFACTION

Our Insight SRC data indicates that staff have appreciated support and clarification provided by the school's Principal and Leadership team as significantly high growth has been made in the areas of, supportive leadership, role clarity, empowerment, ownership and appraisal & recognition. Student management also made considerable growth according to the Insight SRC data. It has been particularly pleasing to note the consistent incremental growth over the last three years across almost every area as reflected in the 'School Climate' table below. (Please note that Percent Favourable scores show the percentage of people in the school who responded favourably to the survey questions)

## 2018 school climate – data tables ...

Indicator Title	2015 Actual Score	2016 Actual Score	2017 Actual Score	2018 Actual Score	2018 Percent Favourable
Individual Morale	54.33	63.64	67.08	70.67	88.00
School Morale	41.75	52.05	60.58	61.60	78.40
Individual Distress	50.33	65.45	70.14	70.53	80.00
School Distress	35.00	48.64	62.50	61.40	73.60
Supportive Leadership	48.75	55.91	67.71	72.00	84.00
Role Clarity	51.56	55.11	66.67	73.00	86.00
Teamwork	45.42	50.00	66.67	63.67	74.00
Empowerment	45.31	53.41	62.76	66.25	80.00
Ownership	54.75	52.73	68.13	73.40	88.80
Appraisal & Recognition	43.21	37.18	54.61	62.29	72.00
Professional Growth	51.75	35.68	59.38	64.20	72.00
Work Demands	40.63	39.77	45.31	55.00	63.00
Student Behaviour (Classroom)^	86.11	84.26	84.26	88.75	95.00
Student Behaviour (School)	79.17	86.74	87.15	87.67	98.67
Student Management	50.25	57.50	65.83	76.60	92.00
Curriculum Processes^	49.44	39.81	71.30	63.75	80.00
Student Motivation^	81.00	81.11	78.06	79.00	97.00
Respect for Students	85.00	82.95	83.68	85.67	100.00
Parent Partnerships^	63.75	56.94	59.38	67.50	85.00
Teacher Confidence^	81.25	79.51	85.07	79.38	93.75
Engaging Practice^	67.50	58.80	74.54	71.67	86.67
Quality Teaching^	67.08	53.47	76.04	68.75	86.25
School Improvement Focus	69.69	59.66	75.26	74.25	92.00



## School Community

### Goal & Intended Outcome

To provide opportunities to have community conversations with a view to deepening understanding that when schools and families work together, children do better and schools improve.



- That the school community engages in action that matters in the life of the school.

### Achievements

#### Centenary

- A special Centenary logo was designed and used throughout the school during the year in all documentation
- The Centenary Exhibition contained some wonderful memorabilia of St Mary's rich history. Having such items on display in the Parish Hall encouraged many people to reconnect or visit our school, including past Principal's, staff, students and parents
- A Centenary Alumni Catch Up Cafe and Centenary Afternoon Tea were held during Centenary Week and were well attended
- Centenary Mosaics that outline the school's history were created with the support of an Artist in Residence, Katrina Frazer. Contributions were made to this project by students from Years Three to Year Six, as well as by parents, other family members and members of the wider community.
- Students in Year Two collaborated with Duldig Studios to design and create clay pieces to form a beautiful cross, which is now proudly on display near our adventure playground and serves as a daily reminder for everyone to live out the Gospel Values each and everyday
- All students worked collaboratively to create special items that were placed in a Centenary Time Capsule, including letters to future students, drawings, photos, songs and artwork. The official ceremony to place and mark the location of the time capsule was a special afternoon for the whole community during which time we were fortunate to be joined by Mrs Kelly O'Dwyer, Federal member for Higgins



- A range of Centenary Memorabilia was created including, stickers, pins, scarves, key rings, car stickers, and family designed pavers which will be used to build a special Centenary pathway linking the school and church. A Centenary photo was taken, showing all students and staff proudly forming the number 100. This photo was also sold as a special memento of our 100th year.
- As a community, we celebrated our Centenary Mass in June. It was followed by supper and speeches in the Parish Hall acknowledging and thanking all those who contributed to, and supported, our Centenary events

### Parent and Student Participation

- Wide ranging and regular social and community events were held across all levels of the school
- The Biennial Social Event raised \$25k. The money raised at this event contributed to funding for our music program, the purchase of new musical equipment and additional materials to support the area of STEM and robotics.
- Christine Daicos facilitated our 'Autumn Series' Parent Seminar which focused on Resilience and Growth Mindsets
- A Parent Cyber Safety Program evening was facilitated by Mr Martin McGauran and psychologist Mrs Carley McGauran to support our technology licencing program
- Grandparents Day was once again well attended; this year it was combined with the annual Book Week Parade as a way of celebrating and promoting a love of books and literature. Following the parade, grandparents were warmly welcomed into classrooms and many also donated generously to our school library fund.
- Following the Super Speak Program with Year 4 students, parents were invited to attend a workshop, enabling students to share all that they had learnt
- The Literacy Parent Helper Program was again offered to parents with students in Years Foundation to Year Two. This is a one-hour training workshop facilitated by our Literacy Leader. Upon completion parents are able to nominate days/times they would be available to assist in classrooms during the morning Literacy lessons.
- Book Week once again provided an opportunity for our parents, staff and students to come together and celebrate books! Perform Education presented a wonderful Book Week show. Jackie French visited our school during this time and shared information about the 'Threatened Species Bake Off'. This in turn inspired many staff and families to get cooking in support of the initiative which promises to become an annual event on the school's calendar.



- The Book Fair took place again this year, run by our extremely supportive parents, raising money to go directly into our School Library
- Students were invited to participate in the Premiers Reading Challenge and those that completed the challenge were proudly presented with a certificate during a School Assembly
- Mrs Carley McGauran (psychologist) facilitated the Foundation 2019 Information Evening. There was a particular focus on transition for students and an emphasis on specific strategies parents can use to support a positive start to school life.
- Our Open Days were well attended again this year. The year five and six students proudly led tour groups around the school and shared with prospective families the many initiatives and programs offered here at St Mary's. These student led tours were very favourably received by visiting families.

- The annual Easter Raffle once again proved to be well received by students and parents. Easter eggs were kindly donated and all families sold tickets in the final weeks of Term One.
- Three student teachers were hosted by St Mary's School as well as students from De La Salle and Sacre Coeur who joined us regularly to fulfil their commitment to community service
- Students were linked to the wider community through Social Justice actions; this year actions included:
  - Pyjama Day raising money for 'Fight MND'
  - Farmers Day to raise money for drought affected farmers in NSW and Queensland through the charity, 'Buy a Bale'
  - Year One students sang at an Aged Care facility
  - Supporting St. Mary's Care by contributing to Christmas Hampers which were provided to families in our community requiring support
  - First Friday of every month - Year Six students served lunch to parishioners following the morning mass
- St. Mary's provided the inaugural choir for the East Malvern RSL ANZAC Day Dawn Service
- Year Six students once again participated in the East Malvern RSL Remembrance Day Scholarship Program. They individually completed a project depicting something from Australia's Military History. Six finalists were selected and work was displayed at the East Malvern RSL. The winning project was announced during our attendance at their Remembrance Day Service in November.



- Meet & Greet sessions were offered at the beginning of the year. This occasion provided parents with an opportunity to meet their child's new classroom teacher/s with a view to sharing information about their child's strengths, passions, interests and any areas that might require additional monitoring and, or support. Mid-year Parent/Teacher/Student Meetings also continued this year and provided opportunities for a three-way conversation around student learning; they included a focus on growth, achievement, and goal-setting.

## PARENT SATISFACTION

Our Insight SRC data from parents indicates growth in student connectedness to peers, which correlates with the student data. Parents also indicated a growth in social skills from 2017.

Our parent Insight SRC data also indicates that we have maintained similar scores for both student motivation and homework.

## Future Directions

In 2019, St Mary's will continue to implement our 2018-21 School Improvement Plan supported by a 2019 Annual Action Plan. These plans are founded on using evidence based practice consistently to achieve an exemplary learning community in which all can flourish, whilst providing a safe learning environment.

### Education in Faith

**To further develop St Mary's school, within a Catholic parish community, to enable all to come closer to God, re-contextualising their faith in a contemporary society, including a specific focus on:**

- Creating and using a Faith Based Inquiry planning framework which includes Scripture, RE Renewed Curriculum, Catholic Social Teaching, Horizons of Hope and St. Mary's Cornerstones
- Collaborating with the RE School Collective to support use of the renewed RE Curriculum with particular focus on planning, moving towards assessment and moderation
- Collaborating with our Parish Priest, Youth Minister and Parish to implement the new ten year vision 'Future Directions'

### Learning and Teaching

**To use evidence based research to ensure a challenging, engaging and purposeful learning environment in which every learner achieves their full potential, including a specific focus on:**

- Using an assessment schedule each term and analysing data to set targets to monitor growth
- Integrating digital technologies throughout the curriculum to support challenging, engaging and purposeful learning
- Unpacking the Technologies curriculum to develop a St Mary's definition of STEM (pedagogy statement)
- Developing a clear vision for English, with Reading comprehension as a driver, and implementing a consistent pedagogical approach
- Establishing an agreed English whole school planning framework through facilitated planning within teams
- Actively participating in models of classroom observation (AITSL)
- Continuing to implement Learning Journals which show growth and achievement
- Embedding the use of five key High Impact Teaching Strategies across all areas of the curriculum

### Student Wellbeing

**To embed existing policy and program initiatives that enable the development of dispositions, mindsets and actions that will foster positive relationships across the community, including a specific focus on:**

- Using the language and belief of growth mindset and promoting this to our families
- Using the 'Habits of Mind' to support students (and staff) to develop their growth mindset
- Providing a series of workshops for staff professional development and family education

### School Community

**To provide opportunities for community conversations with a view to deepening understanding that when schools and families work together, our children do better and our school improves, including a specific focus on:**

- Developing protocols and supporting parents to engage with Learning Journals to enhance home/school partnerships
- Marketing team to develop and implement a marketing plan for St Mary's School

### Leadership and Management

**To build a strong, professional culture of learning together through collaboration, partnerships and respectful relationships which enable all to flourish, including a specific focus on:**

- Developing and applying a common understanding of 'collaborative professionalism'
- Building professional growth using the framework of Learning Sprints, (reflection, goal setting and action), based on individual staff needs in line with the school's Annual Action Plan
- Investigating options for the implementation of the School Building Master Plan



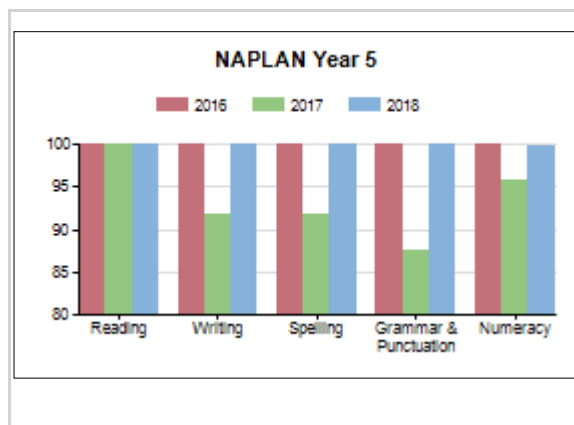
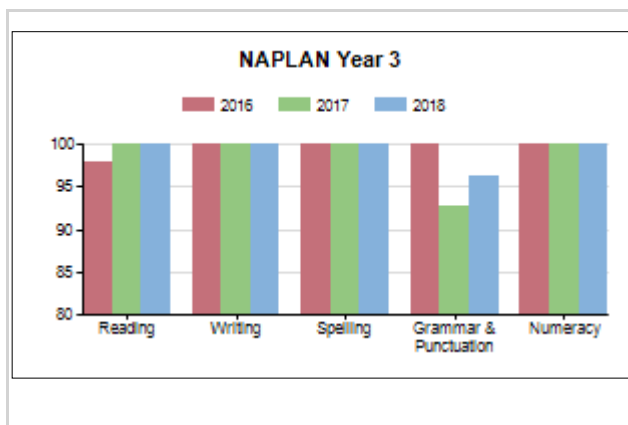
## School Performance Data Summary

E1087

St Mary's School, Malvern East

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	92.7	-7.3	96.2	3.5
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	98.0	100.0	2.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	87.5	-12.5	100.0	12.5
YR 05 Numeracy	100.0	95.8	-4.2	100.0	4.2
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	91.7	-8.3	100.0	8.3
YR 05 Writing	100.0	91.7	-8.3	100.0	8.3



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.7
Y02	95.6
Y03	95.3
Y04	94.4
Y05	95.2
Y06	96.1
Overall average attendance	95.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.0%



STAFF RETENTION RATE	
Staff Retention Rate	87.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	12.5%
Graduate Certificate	6.3%
Bachelor Degree	93.8%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	20.6
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	3.9
Indigenous Teaching Staff (Headcount)	0

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)