

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



**SAINT MARY'S PRIMARY SCHOOL**  
Malvern East

**2019**

REGISTERED SCHOOL NUMBER: 1024



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E NUMBER	E1087

## Minimum Standards Attestation

I, Mr Shane Tobin, attest that St. Mary's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

June, 2020

## Our School Vision

### **Vision**

At St. Mary's Malvern East we are all responsible for being a welcoming, inclusive Catholic community. Through respectful partnerships, we strive for excellence and take action in a contemporary world.

### **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. Our facilities include a variety of flexible learning spaces, dedicated Library, large Hall for sports and community gatherings, and dedicated Visual Arts and Makerspace areas.

St Mary's School has a committed 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

In 2019, St Mary's School enjoyed extended opportunities to celebrate our Centenary and build on the renewed historical knowledge and connections made in 2018.

In addition to the Centenary markers created last year, a new Centenary Pathway linking our school and church, was created. We were also incredibly privileged to welcome Melbourne's new and ninth Archbishop, The Most Reverend Dr Peter Comensoli to our school. Archbishop Peter's visit was an inspiring one for all and interestingly marked another one hundred year commemoration of a previous visit by another Archbishop, The Most Reverend Dr Daniel Mannix, who came to bless and officiate at the opening of our school back in 1918.

Our school also took advantage of opportunities to further develop connections with a range of institutions, schools and consultants to support our focus on using evidence based practice consistently to achieve an exemplary learning community in which all can flourish. These partnerships included Catholic Education Melbourne, The Australian Catholic University, Monash University, The University of Melbourne and Holy Family Primary School, Doveton. We were also delighted to continue our work with Mr Ross Kimber who, further to our 2017 Review, has been working with us as a Critical Friend, as well as welcoming Mr Lucas Johnson (Monash University) to support our work with Inquiry and STEM learning.

These partnerships were especially noteworthy for generating further invitations for myself and other school leaders here at St Mary's to present at system networks and lead other schools in what it means to deliver best practice. Visitations from other schools interested in our story about best practice, have also been an increasing element of our work in 2019. These partnerships, and the associated broad ranging professional learning, are being provided to support us in delivering on our 2018-21 School Improvement Plan. This plan is focussed on fostering a culture of continuous school improvement, consistency and excellence.

I wish to acknowledge the important role that is played by a range of essential parent bodies in the life of St Mary's School. These include, our Parish Education Advisory Board (PEAB) who provide advice on the strategic direction for our school, our Parent Committee who do so much to support significant fundraising and the development of social capital and our Parish Pastoral Council, who are working to support Monsignor Stuart and our community in the implementation of the recently developed Ten Year Vision for the Parish of Holy Eucharist and St Mary's.

I am very proud of all that we have achieved. I am equally excited about the possibilities that lie ahead as we look to build on the success of 2019 and consider what can be done in future, to further these achievements.

I look forward to collaborating with you in 2020 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

Shane Tobin  
Principal



## Education in Faith

### Goal

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

### Intended Outcomes

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

- Staff have begun to reimagine the School's Vision and Mission statements, working collaboratively to refresh the language used and delving into our collective shared vision and mission of the school.
- Further participation in a Collective facilitated by Catholic Education Melbourne, with Holy Family, Doveton to build capacity around consistent assessment of Religious Education using the Curriculum Framework was undertaken. This Collective also supported our new Religious Education Leader in building his capacity.
  - Professional Learning Community meetings were co-facilitated by both Religious Education Leaders, exploring the RE Curriculum Framework and the moderation of work samples. Staff and leaders of both schools, as well as CEM found this to be very beneficial for all involved.
- Celebration of three Sacraments took place in 2019. Year 3 celebrated their First Reconciliation, Year 4 celebrated the Sacrament of First Eucharist, and Year 6 made their Confirmation at a Mass celebrated by Monsignor Stuart Hall and Father Brendan Hayes.
  - Reflection days were conducted for all students (school and parish) for each of the Sacraments
  - Collaboration between school and parish led to a strengthening of the Parish Sacramental Program and subsequently enriched the school's Sacramental and Religious Education programmes.



- A Welcome Liturgy was held at the beginning of the year to welcome new staff and students to the school. A Commissioning Mass was also held as an opportunity to 'commission' the work of School Leaders; Parent Committee, Parish Education Advisory Board member, School Leadership Team (Staff) and Year 6 Student Leaders.
- Opportunities for our School Choir to support liturgical celebrations and significant community celebrations throughout the year were provided.

- Attendance and participation at the annual St Patrick's Day Mass at the Cathedral with our altar servers provided a wonderful opportunity for students to deepen their knowledge of our Catholic story and meet the new Archbishop, Peter Comensoli, who subsequently visited our school later in the year further to our centenary celebrations of 2018 and our participation in World Youth Day (WYD) in Panama earlier in 2019.



- Faith Nights, for non-Sacramental classes (Foundation, Year 1 and Year 2) provided an opportunity for students and their families to continue to build their Faith Education as a family, to support the learning taking place in the classrooms, and strengthen our home/school partnership.
- Regular class participation at weekly Masses, particularly by sacramental Year levels, was recognised as a strength of our school and parish partnership.
- 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 school based activities such as Year 5/6 Passion Plays, as well as Shrove Tuesday celebrations. A number of Year 6 students participated in the Parish Youth Group throughout the year.
- Special Liturgies for significant occasions during the year including Easter (Passion Plays), Mother's Day, Father's Day, Anzac Day and Remembrance Day were strongly supported and valued by our community
- Staff found further collaboration with Catholic Education Melbourne, including working with a consultant around planning and preparing for units of work to be of benefit.
- Regular facilitation of Professional Learning Community (PLC) meetings and facilitated planning with individual staff year levels was a key focus of support for staff through the year.
- A range of new Religious Education resources were purchased for all classrooms.
- Weekly seasonal prayers were introduced in our School Newsletter and School Assemblies.
- Three staff were supported by the school to undertake studies in gaining additional qualifications in Religious Education and two staff were supported to attend the World Youth Day celebrations in Panama.
- Students and staff celebrated our annual Feast Day on Monday 9 December, with activities being completed with buddy classes, hot lunch provided by our Parent Committee, and then concluding our day with a special Liturgy in the Parish Hall for our students, staff and families.
- Advent Liturgies were reimaged in 2019, with the School Community gathering together for a special Advent Liturgy, hosted by a different year level each week. This provided a wonderful opportunity to reflect on the significance of this special season.





## Learning & Teaching

### Goal

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

### Intended Outcomes

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

### Achievements and Value Added

- Ongoing reporting was a major focus of work throughout 2019. Staff participated in regular professional development sessions learning how to use SeeSaw to publish student work on their live Learning Journals; this included providing timely feedback to parents about student achievements and areas of improvement.
- The school hosted three Assessment and Reporting Information sessions for our school community. Further to the consideration of previous feedback from families, these information sessions were used to communicate planned changes to Reporting, particularly for the Semester 2 Reports, and to seek additional feedback. These sessions were well attended and well received by our School Community. Many parents commented on the changes being a positive direction due to the ongoing nature of SeeSaw posts, as well as the inclusion of personalised teacher comments in the formal reports.
- Parent Protocols around commenting on student Learning Journal posts on SeeSaw were devised and published, ensuring comments remained positive and student centred.
- Staff have begun to unpack in detail each of the five nominated High Impact Teaching strategies. This year staff have unpacked what *differentiation* and *feedback* looks like at St Mary's. This involved numerous professional learning meetings, where the curriculum was explored, Australian Institute of Teaching and School Leadership (AiTSL) resources were viewed and discussed. Staff were able to create a shared definition of each, as well as a specific list of how *differentiation* and *feedback* is demonstrated through what teachers and students would be doing and saying when there was strong evidence of these High Impact Teaching Strategies (HITS).
- Regular inclusions by Curriculum Leaders on topical subjects was introduced as a key feature of the School Newsletter.

### Inquiry:

- Exploration of the four Capabilities was undertaken during a school closure day where we focussed on '*Capabilities Across the Curriculum*', through professional reading and exploration of the Victorian Curriculum, including elaborations and achievement standards.
- Allocation of PLC time to plan inquiry units of work, using lotus diagrams and authentic problems, applying the sentence starter, "*How might we...?*" was implemented.
- Ongoing support and consultation with an external consultant (Lucas Johnson) from Monash University was a key feature of support for staff in planning for STEM and Inquiry learning. Lucas assisted and inspired staff to be more strategic and inclusive of STEM opportunities throughout Inquiry units of work.



- Formation of a small committee, made up of a large number of interested teachers, to review and update our Inquiry planner with a more specific STEM lens, was an important aspect of planning for Inquiry and STEM learning. The new planner now supports the Design Thinking Process, alongside the inquiry process, whilst retaining links to Religious Education planning and documentation.

### English:

- The school supported regular staff professional development sessions (x3, per term) working with an external consultant from CEM, exploring data and exemplar reading lessons.
- Following a whole school staff professional development session in late 2018, where all staff were trained in the SMART Spelling program, the SMART Spelling program was implemented from Foundation to Year 6 throughout 2019. This program has led to increased teacher confidence in spelling, and some positive growth results are evident from the pre and post testing using the South Australian spelling data. New staff induction included online professional learning to train teachers in SMART Spelling.
- Writing moderation sessions were held where teachers assessed writing samples against the Victorian Curriculum achievement standards.
- Opportunities for participation in a range of Professional Learning Community meetings to upskill new and existing staff about the F&P benchmark assessment system, to explore highly effective teaching strategies and to examine and reflect upon initial reading data collected by teachers, were provided.
- NAPLAN and Progressive Achievement Test (PAT) Reading data analysis was undertaken during professional learning sessions facilitated by CEM external consultants.
- Liaising with Catholic Education Melbourne to support school goals for improvement in reading as identified in SIP and AAP was a critical component of work undertaken by leaders and staff.
- 'Teachers as Readers' Professional Development Days and online professional learning sessions were attended by senior school staff. This led to the enhanced promotion of positive mindsets around reading and the importance of reading in our daily lives.
- A Literacy Intervention Program utilising the Levelled Literacy Intervention program continued for students across a variety of year levels.
- Public speaking skills were a focus again this year, with students in Year 4 participating in the Super Speak program and students in Years 5 and 6 completed the Youth Leadership program of Public Speaking. The latter culminated in a Graduation Evening, showcasing to parents what students had learned throughout their involvement in the program.



- Public speaking skills were also on display at the Year 5 leadership speech presentation where students presented their ideas for Leadership Groups in 2020. This included a new opportunity for students to present to parents at a Leadership Groups Presentation Evening which was very well received and attended.
- Parent Helpers sessions were facilitated and attended by Foundation - Year 2 parents, thus enabling many parents to support learning within the classrooms.

- Participation in the Premier's Reading Challenge was again promoted across the school, with twenty-two students completing the challenge and receiving a certificate.



- Book Week 2019 was celebrated with a dress-up parade and multi age activities. During Book Week, students in Year Foundation - Year 3 attended a special incursion by Perform Education, who presented a show about three of the CBCA books.

- New resources were purchased to support the teaching and learning of English, including, Guided Reading and Take Home readers, particularly within the 21-30 Level ranges and big books, and teacher professional reading resources, such as the Fountas and Pinnell Prompting Guide, Grammar and Meaning Resources, and the Fountas and Pinnell Continuums.

- The Literacy Leader attended the Emerging Literacy Leaders professional development days and the informal Literacy Cluster with surrounding schools.
- The Literacy Leader and CEM Southern Regional Office staff collaborated to develop an overview for writing in 2020, thus ensuring all areas of the writing curriculum will be thoroughly covered across each year level.
- Enrichment classes had a Literacy focus during Semester 2 with a School Newspaper being created and entered into the Front Page competition. This Enrichment group also worked collaboratively to publish a special Fair Edition of the Student Newspaper, "The Mary Go Round". This Newspaper was well received by families, staff and prospective new families, as well as providing students with a voice to share insights about their school experiences.

### Mathematics:

- Termly staff professional development sessions were undertaken with external consultants from Catholic Education Melbourne, exploring the Victorian Curriculum, Key Ideas and pre and post assessment results during facilitated planning sessions.
- The school provided opportunities for staff to participate in a number of Learning Walks throughout the year, with a focus on observing and reflecting on High Impact Teaching strategies evident in Mathematics lessons across all year levels.
- Staff professional development opportunities were provided to support better utilisation of online programs and resources, such as Essential Assessment and Matific.
- A small number of staff volunteered to trial a Learning Sprint experience, with a focus on improving an area of their own Mathematic teaching capacity. This proved to be a positive and rewarding experience, with many other staff members then trialling a Learning Sprint experience.
- We celebrated the success of our three-year learning journey in Mathematics with a Learning Showcase experience. This Showcase provided level teams with an opportunity to share a unit of work with both colleagues in other levels and CEM staff, promoting how they plan, teach and assess a unit of work, applying all that has been learnt throughout the Mathematic journey.
- Both the Leadership Team and wider staff group regularly analysed and discussed student data, including NAPLAN, PAT Maths, Westwood Speed tests, as well as pre and post assessments, including Essential Assessment. As a result of analysis and discussion, action items were then prioritised for specific levels and staff.
- Mathematic Intervention continued for low attaining students across a variety of levels. The Mathematic Intervention teacher worked with small groups of students across a couple of

sessions each week, with a particular focus on number intervention, including place value and the four processes and a very specific emphasis on mental strategies.

- Mathematic Enrichment took place throughout Semester One for high achieving students from Year 3 - Year 6. The Mathematic Enrichment teacher supported small groups of students to problem solve and work together as a team to think critically about real life problems. Students also took part in the four Maths Olympiad contests held throughout the year.
- Purchasing of new resources and equipment to further enhance and support the teaching and learning of mathematics across the school was supported by strategic budgeting.

### Digital Technologies/STEM:

- During SWELL week at the beginning of the year, all students took part in cyber-safety lessons in their classrooms. These cyber-safety lessons and discussion were continued throughout the year as an integral element of Cyber-Safety at St Mary's School.
- The Chromebook program for all students in Year 3 - 6 continued with Year 3 students taking part in a Cyber-Safety night with their parents early in Term 3. This evening was well received with many parents also walking away with important cyber-safety messages they committed to apply in their personal use of technology.



- Participation in external STEM opportunities for our Senior students proved very popular. These included, It Takes a Spark conference, RoboGals, STEM Mad Showcase and Scienceworks Design Sprint. These opportunities created many positive experiences for students, who were then able to proudly share what they had learned with peers and through School Newsletter inclusions.
- Purchase of new resources to further support STEM Education across all classrooms, including new interactive television screens for our Foundation classrooms, and five new interactive whiteboards, all of which were installed and ready for use from the beginning of the 2019 school year.
- Active participation by a large number of students in weekly Coding Club opportunities was led by a Year 6 Leadership Group and the Digital Education Leader. The club provides students with an opportunity to learn and experiment with a range of coding tools and websites.
- Regular Professional Learning opportunities for staff with an emphasis on exploring the Digital Technologies curriculum and ICT tools were provided.
- Staff began work on developing a whole school Technologies Curriculum Scope and Sequence. This will support teachers in ensuring the Technologies Curriculum is comprehensively covered across all levels.
- A full review of the Cyber-Safety Policy and the Social Media Policy for Employees was completed.
- Information Communication Technology support has been significantly increased to include prompt onsite and offsite support. Centorrino Technologies were employed and are on site at least once a week, to manage the school's ICT infrastructure, ensuring issues are dealt with in a timely manner.

- A Digital Technologies borrowing system with two local schools was established, thus allowing resources (Makey Makeys and Bee Bots) to be shared across the schools as needed.

### Specialists and Other Curriculum areas:

- A holistic approach to education continued to be a priority at St Mary's throughout 2019. Specialist lessons include; Mandarin, Visual Art, Performing Arts/Music and Physical Education.
- To highlight our *Mandarin* program, Chinese Culture Day was celebrated with activities and a whole school incursion.
- Our *Visual Arts* program was celebrated at the Visual Art Show at the end of Term 3, with all students work from ceramics to paper art, proudly showcased. Through the work of our Visual Art teacher, a close collaboration was formed with Duldig Studios, with students in some levels having an opportunity to visit the local art studio.
- Our *Music* program has continued to flourish throughout 2019, with musical instruments being learnt and connections being made with STEM Inquiry learning happening in classrooms. Students in the School Choir also took part in the *Count Us In* experience early in Term 4, that enabled them to sing a selected song simultaneously with students from across Australia. In addition to the purchase of new instruments and the installation of a digital screen, the students also benefited from participation in a whole school incursion with Musica Viva which has been made possible by specific fundraising initiated by St Mary's School Parent Committee. Through the work of our Music teacher, there has been a close collaborative partnership established with Music World. This has led to the formation of a before-school guitar ensemble which has been well received by both parents and students.



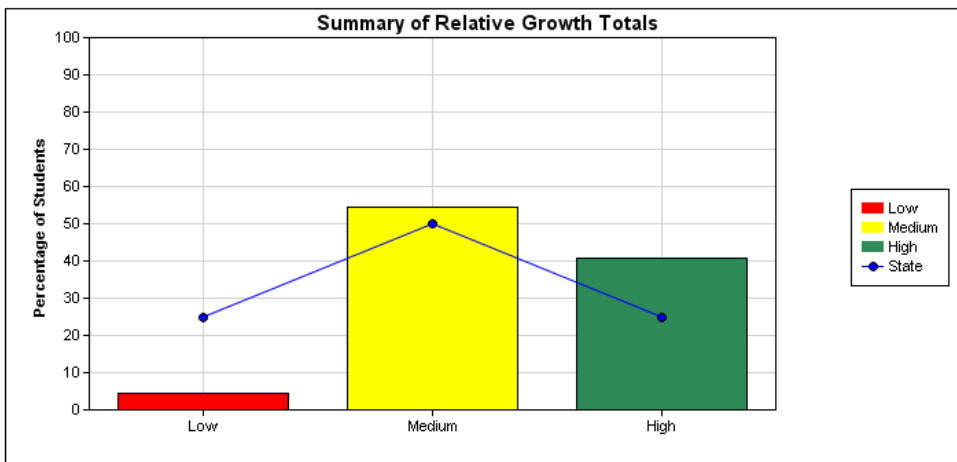
- Our *Physical Education* program continued to thrive across the school with a range of sporting carnivals and Dendy competitions taking place. Students in Year 5/6 participated in weekly interschool sport competitions with other local schools, playing AFL football and netball. Due to the generous donations from our Parents Committee, a Sports Coaching Program was provided, where professional coaches were able to work with our students leading up to a variety of competitions and assist them to enhance their 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.
- Students in Foundation to Year 6 participated in our six-session swimming program, held over two-weeks at Bialik Swim Centre, which finished with a fun carnival for our Foundation and Year One students, and a School Swim Carnival for our Year 2 - Year 6 students. Times from this event were subsequently used to determine selection for a Dendy Swim Squad needed early in 2020.
- Delivery of Family Life sessions were facilitated by an external provider. This included a parent information night, as well as three workshops for students, inclusive of a cyber-safety lesson.

- Our Camp Programs for students in Year 3, Year 4, and Years 5 and 6 continued successfully. Year 3 enjoyed a night at Camp Manyung in Mount Eliza, Year 4 spent two nights at Lady Northcote, while our Year 5/6 students experienced three nights at our Nation's capital, Canberra.

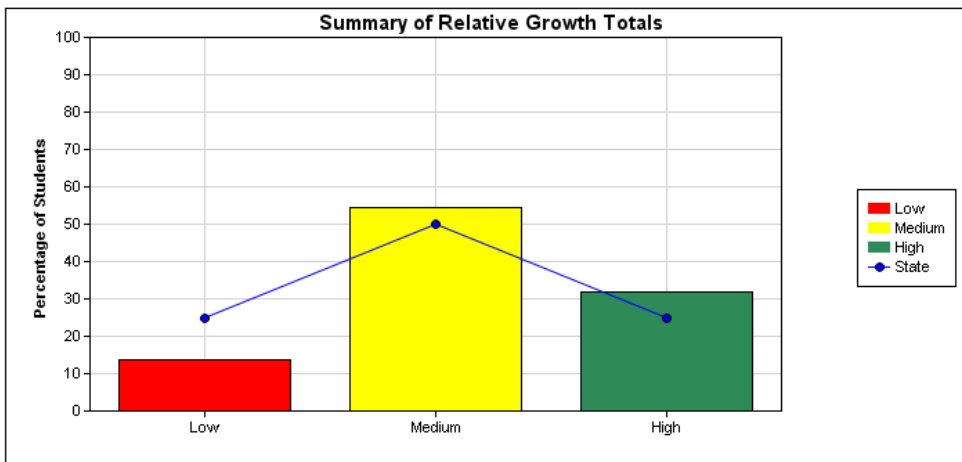


Impact - Growth Stories

NAPLAN:

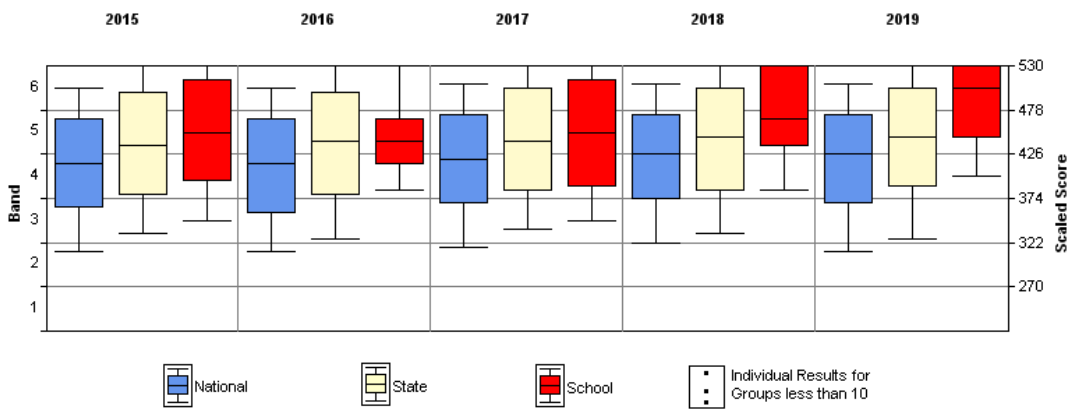


The 2019 NAPLAN graph displayed above demonstrates a summary of growth between **Year 5 - Year 7** in **Numeracy**. A large percentage of students have either made medium to high growth over the two-year time frame, with only a small percentage of students making low growth in the same time frame.



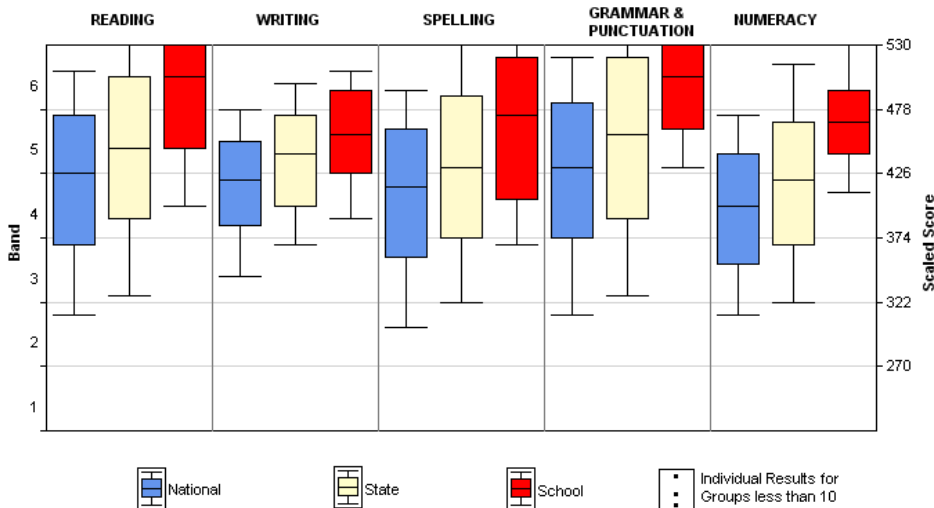
The 2019 NAPLAN graph displayed above demonstrates a summary of growth between **Year 5 - Year 7** in **Reading**. A large percentage of students have either made medium to high growth over the two-year time frame, with only a small percentage of students making low growth in the same time frame.

**Five Year Trend Data Report (2015, 2016, 2017, 2018, 2019)**  
 Year 3 - READING, Gender: All, LBOTE: All, ATSI: All



The five year trend report (2015 - 2019) for our Year 3 cohort shows school improvement in the area of reading has been maintained and is steadily improving.

**School Summary Report**  
 Year 3 - Gender: All, LBOTE: All, ATSI: All



The school summary report located above highlights our Year 3 student achievements across all five 2019 NAPLAN assessments; reading, writing, spelling, grammar & punctuation and numeracy. Upon identifying the mean in each assessment area, students performed well above both National and State comparisons.



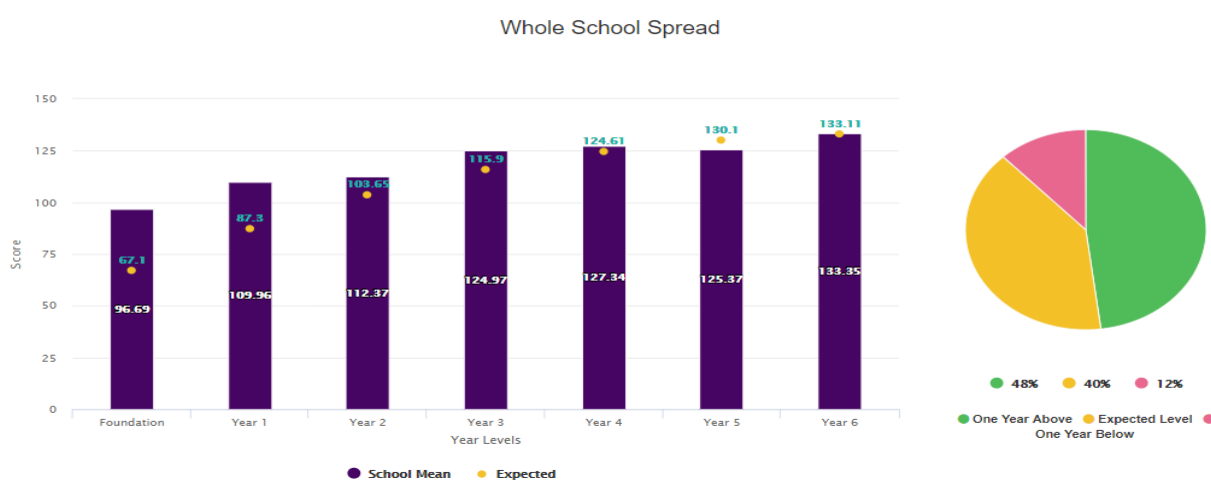
### MATHEMATICS:

Progressive Achievement Tests (PAT) 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 three strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and 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.

2019 Semester 2 PAT Maths



**Whole school spread PAT Maths 2019:** This data shows two pieces of information. The bar graph outlines the expected standardised mean for each year level in comparison to the school mean for each year level. The graph shows we were successful in meeting and exceeding the expected mean in Foundation to Year 3 and were close to the expected mean in Year 4 to Year 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 more than 80% of our Foundation to Year 6 students performing either 'at' or 'one year above' standard for this assessment.

Year 5 - Year 6 Between Year Growth Analysis during 2018 Semester 2 - 2019 Semester 2 in PAT Maths

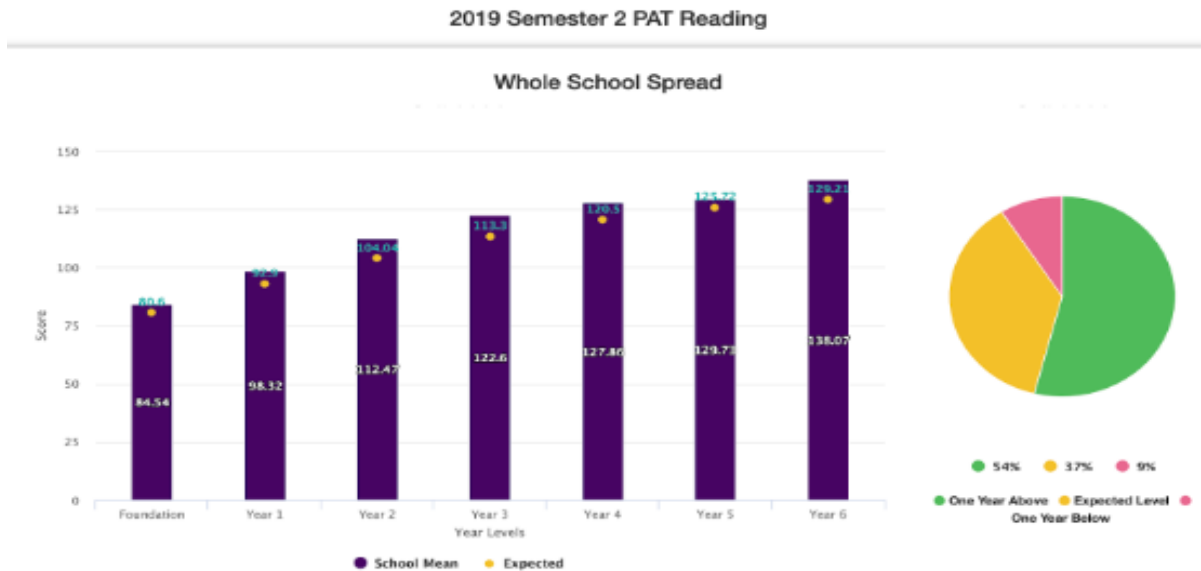
	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	127.27	133.74	6.47
Expected Growth	130.11	133.11	3
Difference			3.47
Students	30	31	29
Percentage of matched students			93.55

This table shows strong between year growth for our Year 5 to Year 6 cohort of students in PAT Maths because they have exceeded the expected growth target scale score by 3.47.

**LITERACY:**

Progressive Achievement Tests (PAT) in Reading assess students' reading comprehension skills.

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



**Whole school spread PAT Reading 2019:** This data shows two pieces of information. The bar graph outlines the expected standardised mean for each year level in comparison to the school mean for each year level. The graph shows we were successful in meeting and exceeding the expected mean in all year levels. 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, more than 90% of our Foundation to Year 6 students are performing either 'at' or 'one year above' standard for this assessment.

Year 5 - Year 6 Between Year Growth Analysis during 2018 Semester 2 - 2019 Semester 2 in PAT Reading

	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	132.14	138.07	5.93
Expected Growth	125.71	129.21	3.5
Difference			2.43
Students	31	29	29
Percentage of matched students			100

This table shows strong between year growth for our Year 5 to Year 6 cohort of students in PAT Reading because they have exceeded the expected growth target scale score by 2.43.

## STUDENT LEARNING OUTCOMES

In Year 3, 2019 our NAPLAN data shows that we significantly outperformed all schools at both state and national levels, in all areas of the NAPLAN assessment. In Year 5, 2019 our NAPLAN reading data shows that we outperformed all schools at both state and national levels. In all other areas of NAPLAN, our Year 5 students were slightly below state average.

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, throughout 2019, 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 consistent results over the past three years.

English, with a specific lens on Reading in 2019, has also become a major area of focus, with support from Catholic Education Melbourne. Although it would be premature to see any evidence of this focus in our 2019 NAPLAN data, we recognise that teacher confidence in this area has increased dramatically throughout 2019, which should transfer to improvement in student learning outcomes.

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

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

### Intended Outcomes

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

### Achievements and Value Added

- Staff professional development day facilitated by an external consultant (Georgina Manning), 'Foundations to Flourishing', which included self care and mindfulness. These strategies have been revisited throughout the year, with both staff and parents.
- 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 an African Drumming incursion. Our students in Year 1 and Year 2 were also fortunate to take part in an illustrator incursion with Kylie Dunstan, while our Year 3 - Year 6 students took part in an illustrator workshop with Michael Camilleri.



- Autumn series Parent Seminar facilitated by an external consultant (Georgina Manning), 'Understanding & Supporting Children with Anxiety'. This seminar was well attended by parents across all levels of the school, with overwhelmingly positive feedback. The key messages and handouts were shared with the school community in a number of School Newsletters.
- Purchased a range of new picture books to support Social Emotional Learning lessons in the classrooms, topics ranging from anxiety/worries, feelings, emotions, empathy and resilience. These books were not only utilised in classrooms, but also borrowed regularly by families.
- Acknowledgement of Harmony Day in March, celebrating Australia's cultural diversity and promoting inclusiveness, respect and a sense of belonging for everyone. All students and staff were invited to wear a 'splash' of orange for the day and take part in classroom activities promoting the key messages for the day.
- Further exploration of the Habits of Mind as a staff, promoting the benefits of the Habits being explicitly taught and explored in classrooms with students across all levels.
- Dedicated facilitated planning workshop during the Term 3 Closure Day, supporting teachers in planning and assessing explicit Social Emotional Learning lessons that address the Personal and Social Capability, and utilising resources such as 'Resilience, Rights and Respectful Relationships'.
- Professional Learning Community that explored the system eXcel documents, ensuring authentic links to activities and events that are already happening across the school could be made.
- Acknowledgement of R U Ok? Day with our staff and students in August. Staff and students were introduced to the four step process for starting a conversation. 1. Ask R U OK? 2. Listen 3. Encourage action 4. Check in.



- A variety of lunchtime clubs, led by Senior students and staff, have continued to be offered to students; such as Coding Club, Storytime in the Library, Art Club and Table Tennis.



- The Student Representative Council, made up of two students democratically elected by their peers at the beginning of the year, continued throughout 2019. With direction and support from the Student Wellbeing Leader and some Year 6 student leaders, the SRC met regularly and were able to discuss many pertinent issues for students, including playground behaviours. The SRC group also organised a fundraising day to support the St Vincent de Paul Winter Appeal. It became more

meaningful when students heard more about the work of St Vincent de Paul from a guest speaker.

- Current and topical Student Wellbeing items were shared in the School Newsletter on a regular basis, including articles about Habits of Mind, Growth Mindsets and Anxiety in Children. Regular sharing of relevant Parenting Ideas articles were also shared on Konnective and through School Newsletters.
- First Aid, Anaphylaxis and CPR Professional Learning and recertification for all staff.
- Mandatory Reporting online learning modules completed by all staff.
- Student Wellbeing Leader attended a two-day training course to become a Seasons for Growth Companion, an education program that provides an opportunity for participants to learn the knowledge, skills and attitudes required to understand and respond to change and loss.
- Our transition programs for both our incoming Foundation students, as well as our outgoing Year Six students was again a priority throughout the year to ensure student transitions were as smooth and positive as possible. Both groups of students received a special book that has been designed to support them during these important transitions.
- In celebrating our 21<sup>st</sup> SunSmart year, following the review of our SunSmart Policy, Cancer Council Australia invited St Mary's to take part in a short video based on our SunSmart practices. We are proud to display this video on our website.



## STUDENT SATISFACTION

Our Catholic Education Melbourne School Improvement Data (CEMSIS) shows us that students across Years 4 - 6 scored the highest within the Learning Disposition Domain, whereby students have a positive mindset about themselves as learners, scoring 81%, sitting comfortably above the CEM average of 78%.

Two other Domains that scored highly from the student survey were Rigorous Expectations and School Belonging. Rigorous Expectations considers how much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance. Our student results indicated an overall score of 75%. School Belonging considers how much students feel like a valued member of the community. Students reflected on this relatively positively, with a score of 71%.

## STUDENT ATTENDANCE

### At St Mary's:

All class teachers are required to maintain the electronic roll on SIMON. Rolls are completed twice daily, morning and afternoon.

Office staff contact parents, via telephone, of any students marked as "absent" without any prior parent notification.

Parents are requested to notify the School Office of any absence prior to 9am. This can be done by either calling or emailing the Office. Parents can alternatively mark their child as absent for the day, directly on the Parent Access Module (PAM), though SIMON.

A record is kept on SIMON of any Parent Notified Absences.

Parents/carers must sign their child in, if they arrive after 8:50am. Parents/carers must sign their child out if leaving the school before 3.10pm. This can be done through the Student Kiosk, on the iPad in the School Office. The Student Kiosk updates the classroom rolls automatically.

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

### Goals and Intended Outcomes

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 and reviewed 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 are maintained around the school grounds; First Aid room, Parish Hall and Church.
- Regular emergency management drills are practised and reviewed, ensuring all staff and students are as prepared as possible in anticipation of any threat / emergency.



## Leadership & Management

### Goal:

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

### Intended Outcomes

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 and Value Added

- Worked in collaboration with consultants from SIMON (Learning School Management Software) and rolled out a variety of modules, including roll marking, reports, behavioural tracking and First Aid/sick passes. This new software management system was also introduced to our parents, ensuring a more streamlined approach to notifying the school of absences, booking in for Parent/Teacher interviews and accessing student reports.
- School Leaders attended system wide Network days, including Religious Education, Student Wellbeing, School Wide Improvement Network (SWIF) and Digital Education.
- Upgraded phone systems, which ensured most staff members had access to a phone in their working spaces, with their own extension number. This made communication easier between staff and parents, as it meant parents can now contact and leave messages directly on the phone of the staff members they need.
- Work with the Building Master Plan continued;
  - The school hosted two Town Hall meetings to share and seek feedback from the wider community, with regard to our current Building Master Plan, including the upgrade to the tennis courts and the possibility of building a new Learning Centre
  - A Town Planner has been contracted to support the repurposing of the Tennis Courts staging of the Building Master Plan
  - Archbishop and system approval for this work (repurposing of the Tennis Courts) to be undertaken has been provided subject to relevant funding being available, which is in process and is well advanced.
- Dedicated Leadership occasions each term, working with external consultant, Ross Kimber (School Reviewer 2017) in Leadership formation and as a critical friend to support the implementation of the 2018-21 School Improvement Plan. In 2019, this collaboration led to:
  - Greater individual and collective responsibility of the school's Leadership Team in supporting all staff in their work. This in turn has been reflected in very high results about the school's Leadership Team (significantly in excess of all other Catholic Schools) in the staff annual survey (CEMSIS)
  - A fortnightly analysis by the Leadership Team of selected school data undertaken over a cyclical period was implemented. The actions taken as a result of this have been of help in providing a more informed view for all staff about the needs of students
  - A revised School Vision statement has been developed
  - Individual leadership roles and the role of the Leadership Team are being reviewed.
- Mentoring graduate teachers and attending VIT Mentor Professional development days. One staff member was supported through the process of applying for full registration with the Victorian Institute of Teaching.
- Continued ongoing and regular collaboration with the Parish Education Advisory Board, of significant importance was the ongoing review and ratification of a variety of school policies, including, but not limited to, Child Safety Policy, Parent/Guardian Relationships Policy and



Working with Children Check Policy. All updated policies, once ratified have been uploaded to the school's website.

- Continued ongoing and regular collaboration with the Parent Committee. The main focus for much of their work throughout 2019 included the School Fair.
- Participation in the newly designed System-wide improvement surveys, 'Catholic Education Melbourne School Improvement Surveys' (CEMSIS) for our staff, families and Year 4 - 6 students. Data collated provided us with an insight into the school's areas of strengths across a variety of domains, as well as highlighting opportunities for improvement. The data was analysed from both a leadership and staff level. Mr Anthony Levett (Principal Consultant, Catholic Education Melbourne) provided support to our Leadership team and staff when data was being analysed and reviewed.
- Strategic Leadership Planning Day with Mr Ross Kimber (School Reviewer) and Mr Anthony Levett (Principal Consultant, Catholic Education Melbourne) focussed on the development of a draft 2020 Annual Action Plan. This was subsequently shared with the PEAB to seek their input before further ratification at a school level.
- Building staff capacity to enhance data analysis and ultimately to inform learning and teaching facilitated by the Leadership Team.
- Expansion of Learning Sprints to complement feedback processes about professional practices already in place at St Mary's School including Learning Showcases, Learning Walks and Lesson Studies.
- The school obtained additional resourcing including personnel and partial funding to support the ongoing work of the Mathematics Project and Inquiry Learning which took on a STEM focus in 2019
  - Significant gains in student outcomes have been shown in whole school mental maths strategies.
- The school obtained additional resourcing including personnel to support new work in the area of English professional learning with a specific focus on Reading
  - Significant gains in reading have been made in all year levels around aspirational targets, which had been set in collaboration with Mr Philip Holmes-Smith.
- Funding and professional learning for a new Spelling program (SMART Spelling) was provided and has been implemented at a whole school level.
- Additional budgeting was provided to maintain very small numbers across all school year levels.
- Funding was provided to replace six additional Interactive Whiteboards.
- Hosted students from local Secondary Colleges for work experience.
- Funding was provided for staff to undertake a range of additional qualifications and professional learning including, Masters Degrees, Accreditation to teach in Catholic school courses, two staff attended the World Youth Day in Panama, in addition to existing and substantial annual professional learning opportunities.
- Processes and relevant supports are continuing to be implemented and put in place to enable the school to move from the existing administration platform to the new Information Communication Online Network (ICON) in November 2020.
- Additional resourcing was put in place to support the school's Music program and burgeoning choir.
- Further resourcing was put in place to support the Mathematic Intervention Program, Reading Intervention Program and Enrichment Program.
- Ongoing requests were received from Catholic schools across Melbourne to access St Mary's staff and resources.
- St Mary's was offered an opportunity to once again nominate two Senior School students who demonstrated outstanding ongoing leadership qualities to be presented with the Higgins Leadership Award, at a ceremony hosted by Katie Allen (Member for Higgins).



## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2019

#### All teaching staff participated in:

- Catholic Education Melbourne Maths Project
- Catholic Education Melbourne English Project, with a focus on Reading
- Professional Learning day, *Foundations to Flourishing*, facilitated by Georgina Manning
- Facilitated planning with Monash University STEM Inquiry consultant Mr Lucas Johnson
- Religious Education Professional Learning partnership with Holy Family Doveton, including a focus on moderation and assessment in Religious Education, and facilitated by Catholic Education Melbourne
- Professional Learning sessions based on Digital Education, supported by Martin McGauran
- First Aid, CPR and Anaphylaxis Training, facilitated by Total First Aid Training
- 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
- Interactive Whiteboard Professional Learning
- Professional Learning for Mathematic programs, Matific and Essential Assessment
- Attendance at the Digicon Conference (two staff members)



#### Curriculum Leaders attended:

- Principal meetings
- Deputy Principal Network each Term
- Religious Education Leaders Network each Term
- Student Wellbeing Network each Term
- Digital Education Network each Term
- School Wide Improvement Forum (SWIF) each Term
- Leadership Days, facilitated by critical friend, Mr Ross Kimber
- Ongoing Reporting Collective
- PROTECT Protocols Professional Learning for new Child Safety Officer
- Emerging Literacy Leaders meetings each Term

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

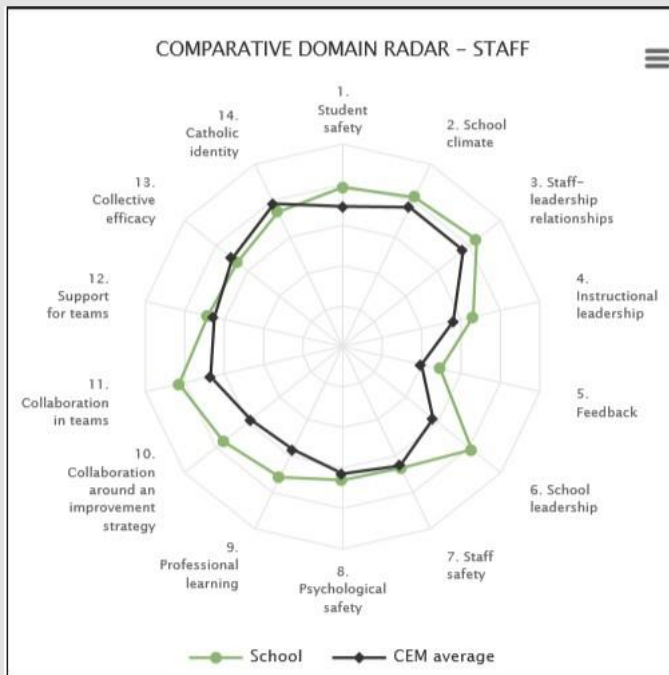
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AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1 277

## TEACHER SATISFACTION

The staff data received from the Catholic Education Melbourne School Improvement Survey portrays extremely positive results across all fourteen Domain areas, resulting in percentage scores well above CEM average for twelve of the fourteen domains. This is demonstrated in the radar graph seen below.



The Domain showing the most positive result is, School Leadership. 82% of staff that completed the survey believe the schools leadership is effective. When compared to the CEM average of just 57%, this is an area we can be particularly proud of. This domain includes such things as the positive tone all school leaders set for the culture of the school and how effectively leaders communicate important information to staff. Both these areas saw 90% of our staff providing the highest score possible.

The 2019 CEM SIS Staff Data also shows us that we are achieving great success, above CEM average in the Domains of, School Climate, Staff – Leadership Relationships and Collaboration in Teams.

Collaborating in teams indicates how well teachers work together in teams to improve teaching and learning, and this is supported by Leadership in a number of ways, but perhaps most notable, is the extra year level collaborative planning time that has been allocated each Term.



## School Community

### Goal

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.

### Intended Outcomes

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

### Achievements and Value Added

- A successful Springtime School Fair was held in October, fundraising to support the resurfacing of the tennis courts to create a purpose-built play and sports space that will benefit our students, parish and community.



- A partnership has begun with Ewing Kinder, with our Foundation students walking down to the kinder to visit children and complete activities together. Students from Ewing Kinder then attended St Mary's for an engaging morning during which our Foundation students proudly shared their playground and some interactive activities.
- Numerous year level social events, family nights, picnics, a trivia night, and community events were held throughout the year.



- A dedicated inter community cricket event 'St Mary's Premier League Cricket Day' held early in the year was another great success and raised just under \$4k for our Sports Coaching Program. In addition, the annual Mid Life Crisis Cup (Footy and Netball) continued to go from strength to strength. The game is now a significant event for the East Malvern Community with Lloyd St and Malvern Primary also involved for the first time. This year it was St Roch's turn to select the charity partner with all money raised going to the Australian Cancer Research Foundation.

for our Year 3 students was facilitated by our Digital Education Leader and supported by our Year 3 classroom teachers.

- 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, with many also generously donating to our school library.

- Following the Super Speak Program (Year 4) and the Advanced Presentation Skills Program (Year 5/6), parents were invited to attend Workshop/Graduation Evenings, enabling all students to share what had been learnt.
- The Literacy Parent Helper Program was again offered to parents with students in Years Foundation to Year Two. This was a one-hour training workshop facilitated by our English Leader, and after completion parents are able to nominate days/times they would be available to assist in classrooms during the morning Literacy sessions.
- The Autumn Series Parent Seminar was facilitated this year by an external consultant (Georgina Manning) with a focus on 'Understanding & Supporting Children with Anxiety'. This seminar was well attended by parents across all levels of the school, with overwhelmingly positive feedback. The key messages and provided handouts were shared with the school community in a number of School Newsletters.
- The Foundation 2020 Information Evening, with a particular focus on transition for students and how they can be supported to ensure a positive start to school life was facilitated by eminent psychologist Mrs Carley McGauran.
- Parent Committee held a Welcome Morning tea for all parents at the beginning of the school year.
- Summer Drinks were hosted by the Parent Committee in February, as a way of celebrating the commencement of the new school year.
- At the beginning of the year, Curriculum Leaders and Foundation teachers presented a Parent Education evening for our 2019 Foundation parents. As many of these parents are new to our school it provided important insights and updates into key curriculum areas of classroom operations and other school related events.
- Our Open Days were well attended again this year. The Year 5/6 Senior Students proudly led tour groups around the school, sharing with prospective families the many initiatives and programs we offer here at St Mary's.
- The annual Easter Raffle once again proved to be well received by students and parents. Easter eggs were kindly donated and all families then sold tickets in the final weeks of Term 1.
- Senior Students from De La Salle College joined us for community service, working in a variety of classrooms and specialist programs.
- Students in Year 6 were once again invited to participate in the East Malvern RSL Remembrance Day Scholarship program. This required students to research and present a significant person/event from Australia's military history. After displaying and inviting staff, students and parents to vote on completed projects, the top six projects were then taken for public display at the East Malvern RSL, in the lead up to their Remembrance Day service. At this community event, our winning student was presented with their prize.
- Students are linked to the wider community through Social Justice actions; this year, actions included;
  - Fundraising to support the St Vincent de Paul Winter Appeal
  - Supporting St. Mary's Care by contributing to Christmas Hampers going directly to families in our community requiring support.
  - First Friday of every month - Year 6 students serve lunch to parishioners following the morning mass.



- St. Mary's School Choir once again provided an inspiring addition for the East Malvern RSL ANZAC Day Dawn Service.
- Meet & Greet sessions were offered at the beginning of the year, providing parents with an opportunity to meet their child/s new classroom teacher/s and share their child/s strengths, passions, interests and any areas of concern. Mid-year Parent/Teacher/Student Meetings also continued this year and provided opportunities for a three-way conversation around student learning, including growth and achievement, as well as goal setting for the remainder of the year.
- Ongoing reporting commenced through the Learning Journal platform of SeeSaw, providing Parents with timely and ongoing snapshots of their child's learning as well as an opportunity to strengthen our home/school partnership.
- A marketing survey was derived by the school and parents were invited to complete the short survey as a means of providing feedback about various aspects of our school's practices. This has helped to provide some ideas for Year 5 programming and future enrolment strategy which are currently being enacted.

## PARENT SATISFACTION

For the parents that completed the 2019 Catholic Education Melbourne School Improvement Survey (CEMSIS), our data indicates that overall 88% positively endorse the school, in comparison to 77% as a CEM average.

Of the seven domains included in the Parent Survey, Family Engagement was recognised as a strength of the school, where 63% of parents consider they are seen as partners with the school. This is above the CEM average of 57%. Family Engagement includes family involvement in both classroom and school events, but also the way in which we engage parents in their child's learning.

Another domain that received positive recognition by our parents who completed the 2019 CEMSIS survey was Student Safety, whereby 75% of parents recognised that their child was both physically and psychologically safe while attending school. This supports the work that has been completed throughout 2019 with reviewing our Child Safety Policies, as well as discussions and activities completed with students around our School Cornerstones of Respect for Self, Respect for Others and Respect for the World.



## Future Directions

In 2020, St Mary's will continue to implement our 2018-21 School Improvement Plan supported by a 2020 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 to:**

- Review and identify a consistent pedagogical approach with particular focus on assessment and moderation within Religious Education
- Identify and utilise collaborative partnerships to strengthen our personal faith development and data-driven, teaching practice
- Collaborate with Monsignor and Parish staff, including Youth Minister to implement the Parish Ten Year Vision
- Increase active student engagement and participation in aspects of Parish life.

### 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 to:**

- Collect, analyse and use data from all domains to inform teaching and monitor growth of all students, with a particular focus on pre and post assessments
- Increase active participation and engagement by all staff in all Professional Learning
- Ensure consistent pedagogy across the school in key curriculum areas of English, Mathematics, STEM Inquiry and Religious Education which includes the High Impact Teaching Strategies
- Revise the use of Learning Journals to support Ongoing Reporting.

### 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 to:**

- Use data to ensure a safe and supportive environment for students
- Ensure a consistent pedagogical approach to the teaching and learning of student wellbeing
- Facilitate student wellbeing workshops for students, staff and parents to support education and engagement
- Empower student voice in decision making processes and learning and teaching programs
- Embed consistent use of positive relationships language and actions as outlined in student wellbeing policies.

### 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 to:**

- Use prioritised actions from the 2019 Marketing Survey to inform the development of a strategic marketing plan to promote and build enrolments
- Actively seek new opportunities for student participation in the wider community throughout the year.

### 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 to:**

- Promote, and enact a renewed Vision and Mission with key stakeholders
- Develop and apply a common understanding of 'collaborative professionalism'
- Collect, analyse and use student data to inform and drive improvement across all areas of learning and teaching
- Establish timely and efficient data collection methods
- Facilitate regular feedback and professional learning opportunities to develop teacher capacity
- Implement Stage 1 of the BMP and explore opportunities for continuing implementation of additional stages.

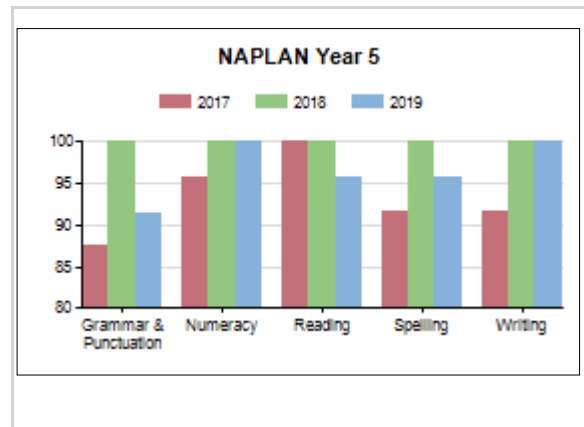
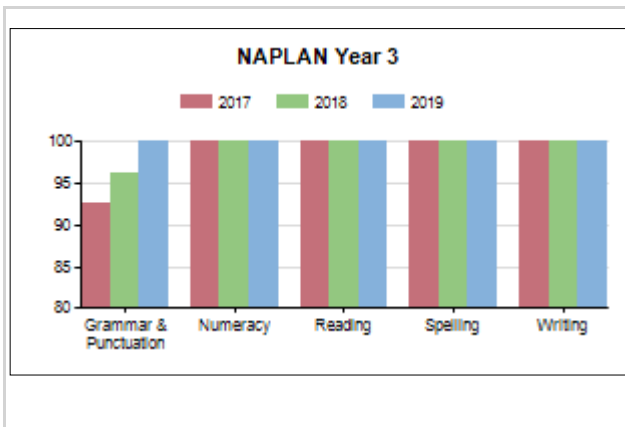
## School Performance Data Summary

**E1087**  
**St Mary's School, Malvern East**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<b>NAPLAN TESTS</b>	<b>2017 %</b>	<b>2018 %</b>	<b>2017 - 2018 Changes %</b>	<b>2019 %</b>	<b>2018 - 2019 Changes %</b>
YR 03 Grammar & Punctuation	92.7	96.2	3.5	100.0	3.8
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	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	87.5	100.0	12.5	91.3	-8.7
YR 05 Numeracy	95.8	100.0	4.2	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	95.7	-4.3
YR 05 Spelling	91.7	100.0	8.3	95.7	-4.3
YR 05 Writing	91.7	100.0	8.3	100.0	0.0





AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		92.4
Y02		92.9
Y03		92.4
Y04		95.2
Y05		92.2
Y06		92.1
Overall average attendance		92.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.9%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	80.0%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	33.3%
Graduate	11.1%
Graduate Certificate	5.6%
Bachelor Degree	94.4%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	25
Teaching Staff (FTE)	18.5
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	3.8
Indigenous Teaching Staff (Headcount)	0