St Mary’s Catholic Primary School
Malvern East

REGISTERED SCHOOL NUMBER: 1024

ANNUAL REPORT TO THE SCHOOL COMMUNITY
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Contact Details

| **ADDRESS**       | 91 Manning Rd  
                        | Malvern East Vic 3145 |
|-------------------|------------------|
| **PRINCIPAL**     | Mrs Ellie McGinness |
| **PARISH PRIEST** | Fr William Edebohls |
| **SCHOOL BOARD CHAIR** | Mr Luke Kenealy |
| **TELEPHONE**     | 03 95711358 |
| **EMAIL**         | office@smmalverneast.catholic.edu.au |
| **WEBSITE**       | www3.smmalverneast.catholic.edu.au |

Minimum Standards Attestation

I, Ellie McGinness, attest that St Mary’s Catholic Primary School, is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
Our School Vision

**MISSION STATEMENT**

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

**OUR SCHOOL VISION**

St Mary’s is a school:

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

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

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

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

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

**OUR MOTTO**

*Semper Fidelis “Always Faithful”*
School Overview

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

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

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

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

SCHOOL PROFILE

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

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

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

We recognise and attempt to develop the potential of each person as a unique individual in all aspects of education - spiritual, academic, social, intellectual, emotional and physical. There is an emphasis on integrated learning across the curriculum. Children in all grades have access to several computers which operate in the classrooms. The library is well stocked and the school has many resources including audio/visual equipment. The school has computers in every classroom, two mobile trolleys with computers, class sets of note books and a notebook for each Grade 5 and Grade 6 student. In 2013, were were purchased for staff and junior school students. New notebooks for Grade 3 and Grade 4 will be added in 2014.
The parents of the children are highly educated, and take a keen interest in the education and welfare of their children. There is a high level of employment amongst the parents. All children are involved in various extra curricula activities.

SCHOOL ENROLMENTS

The school’s population has risen significantly in recent years, with the current enrolment at 273. There has been a 15.3% since 2010

Principal’s Report

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

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

In Learning and Teaching many initiatives continue to add depth to the education of our students. The school also moved into the final year of the Contemporary Learning and Teaching of Mathematics. This program, has not only allowed for quality development in pedagogy and Mathematics, but has also allowed us to extend the skills and knowledge gained, into other areas of the Curriculum. During the project, St Mary’s was highlighted, for its high calibre and exemplary practice, in the learning and teaching of Mathematics.

Another important initiative – the ‘Schools Improving Schools’ project began in 2013. The project involves four schools working together to improve the quality of learning and teaching in reading, through a collective and collaborative approach.

The implementation of the Australian Curriculum has begun. 2013, staff and students began using the AusVELS, a combination of our existing VELS framework and the Australian Curriculum. Staff have developed the Scope and Sequences in both English and Mathematics. Science and History have now been introduced.

Recruitment and development of quality staff is a priority at St Mary’s. We have been blessed with a dedicated and professional staff group; a staff group that has a sound knowledge of contemporary learning, who realise the importance of the individual student and their needs. All staff have taken part in an extensive amount of professional learning in 2013. This professional learning has been internal and external, as well as on closure days, PD release days and after school. All staff belong to teams that lead and support learning across the school. There is a culture of Induction and Mentoring, Feedback and Appraisal, Teacher Development based on student learning and school priorities and Quality Aligned Professional Learning.

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

Goal
Improve the Catholic Identity of the school Community.

Intended Outcomes
- That there is an increase in participation in Spiritual Experiences in staff and students.
- That teacher capacity to plan, monitor and assess student learning in Religious Education is improved.
- That spirituality and tradition be enriched and relationships within the school community, are enhanced and demonstrate Gospel Values.

Achievements
NForma Religious Education Standards achieved 2010 – 2012

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<th>Well Above</th>
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</tr>
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<td>205</td>
<td>29</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

2013 data taken from Nforma Reporting System indicates that 99.6% of all children were at or above standard in Religious Education which exceeds the set targets.

- Staff has been provided with professional Development in the areas of Assessment and Reporting, ‘Godly Play’, Restorative Practices, The You Can Do It Program, Question and Answer Sessions with Fr Bill and training for Special Ministers
- Family Faith Nights provide ongoing support for students and their parents in non- Sacramental classes
- The Sacramental program includes; Reconciliation in Grade 3, First Communion in Grade 4 and Confirmation in Grade 6.
- Resources (musical and books) have been catalogued and organised in a central place in the Resource room. This has increased teacher awareness of what is available.
- Whole school liturgies, celebrations and reflection days occur on a regular basis. The school community regularly celebrates special occasions with liturgies such as Palm Sunday, Holy Thursday, Good Friday, Easter, Mother's Day, Father's Day and the school feast day. Parents are invited to and are involved in class liturgies. Parents surveyed, strongly agree that the school provides opportunities to celebrate liturgies.
- Students are involved in masses and liturgies on a more regular basis. Each level is responsible for three liturgies per year. According to Surveys, students and parents believe there are many opportunities for participation in Liturgical Events
- Students have increased confidence and improved delivery of readings and prayers during mass and liturgies due to the practice that is provided by the REC.
• There are also prayer opportunities through assembly and class prayer. Each classroom has a dedicated sacred space which includes icons and symbols.

• The Parish Priest has an increased presence in the school and visits classrooms, participates in school closure days and joins the staff for morning tea.

• The age of altar servers has been lowered resulting in increased numbers participating with students now placed on a roster.

• Students are provided with opportunities to develop a greater tolerance and understanding of others in the community. Students are involved in Outreach programs including community visits and fundraising events. The Social Justice leaders are responsible for the organisation of a number of fundraising initiatives. There is whole school involvement in fundraising i.e. Lent, Family Week, Mass of the Poor, Mission week, St. Vincent de Paul and Centacare.

• Other community organisations such as St. Mary’s Care, support families in times of need e.g. birth/death of a family member, families in hospital, transport and food support.

ESCI RESULTS
Catholic Identity Surveys
The results of the surveys highlighted strengths and what needs more attention and work;

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

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

Christ is at the center and we are united in our view of diversity. The students see Christ as at the center of their education. The parents and staff view St Mary’s as a dialogue school.
PCB Scale indicates that St. Mary’s is a Post Critical Belief School.

Openness and support of the Parish Priest has led to a strong post critical belief. Students and adults are consistent in the post critical belief. There is a strong correlation between the adults and student findings. A large percentage of our Grade Five and Six children are at Post Critical. There is a Religious maturity within our student body. Fundamentally we are a believing community with interest in other religions. Our belief at many levels is very present within our identity. The community is open to belief and open to explaining God further, and making connections. We have a low level of external critique despite pressure from media and other influences.

Melbourne Scale indicates that St. Mary’s values three perspectives; values education, recontextualising and confessionality and we are very closely aligned to our ideal school.

School Staff and Parents:

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

Catholic Culture Survey 2013, highlighted:

- Importance – Staff 79    Students 70    Parents 81
- Opportunity – Staff 90    Students 80    Parents 91
- Compassion – Staff 79    Students 79    Parents 82
- Social Justice – Staff 79    Students 81    Parents 82

Value Added

- Student outcomes have been improved and maintained through a whole school Scope and Sequence aligned to the Tracking Tool, the Exemplar Units from CEVN and the To Know Worship and Love.
- In 2013, teachers continued to use Religion Assessment Folders that assisted them in creating open-ended assessment tasks that link to the tracking tool and allowed teachers to track the outcomes required for each unit of work and what the student has achieved.
- An increase in Religious Education resources, both for teachers and students, and a reorganisation of existing resources into a manageable topic based system, in an allocated RE resource cupboard, made it easier for staff to locate quality resources, to assisted them in providing students with relevant, engaging, supportive lessons for students.
- Religious Education PLT’s have been regularly scheduled and undertaken throughout the past four years and have assisted in professionally developing teachers with the Exemplar Units, Tracking Tool and the use of new resources such as Godly Play.
- During the past year, Q&A sessions with our Parish Priest have been well attended. These sessions have given teachers an increased awareness of our modern Church. They have also assisted in breaking down common Catholic misconceptions, allowing staff members to better understand and feel comfortable with the content they deliver, to students, in a post Vatican II Church
- 2013, under the Spiritual Guidance of Fr Bill Edebohls, has been filled with many Liturgies and Celebrations. The year began with the Opening School Mass, with the Commissioning of Staff, Parish Advisory Board, The P&F, The Parish Pastoral Council and our Grade 6 Class as new school leaders. Fr Bill is an integral part of the life of St Mary’s School. He is a daily presence in the lives of the staff and children, and gives so freely of his knowledge and human wisdom.
- The school’s Vision and Mission Statement remains a core focus for life at St Mary’s and is central do all we do.
- Other events included; Sacraments and Sacramental Preparation for Reconciliation, Communion and Confirmation. Faith Nights for parents and students, Leadership retreat for the Grade 6 students, Reflection Days, Mission Week and Social Justice activities across the school, Friday Parish Masses and Saturday Grade Masses, staff spiritual development.

Other Highlights

- Reporting to Standards in Religious Education
- Leadership Programs for Senior students.
- Training of Special Ministers
- Faith Nights for students and parents in Prep, Grade 1, Grade 2 and Grade 5.
- Reflection days and Sacramental preparation nights for Grades 3, 4 and 6
- Joint Parish Pastoral Council. Parish /School Partnerships
- Mission and Outreach programs raising over $5,000
- Staff Reflection and Spirituality Days.
LEARNING AND TEACHING

Goal
To build a contemporary student centered learning community that has high expectations for all and challenges all learners.

Intended Outcomes
- That staff ability, expertise and confidence in Mathematics teaching and learning is improved.
- That the school has a shared professional knowledge, philosophy and understanding of the art of teaching.
- That there is an improvement in motivation, engagement, confidence and ownership in student learning.
- That high levels in literacy are maintained and improved.

Achievements
In order to improve student performance and teaching practice a number of whole school initiatives have been undertaken:

- In 2013, St Mary’s was invited to join the Catholic Education Office’s “Schools Improving Schools Project” This is a trial system initiative where each region selected four school to work together in order to bring about change and improvement in a focussed area. We were presented with the critical challenge of “How does our collective leadership enable the personalisation of learning to ensure high impact on student outcomes.” Schools Improving Schools Southern Schools Objective is to: To build strong cohesive leadership that enables the personalisation of learning, leading to high impact on student learning outcomes (in Reading). The Implementation of this will continue into 2014 and 2015.
- St Mary’s School consolidated the learnings of the Contemporary Teaching and Learning Mathematics Project. The project is in partnership with the Catholic Education Office and the Australian Catholic University. This project involves rigorous professional learning that will lead to excellence in the delivery of Mathematics at the school.
- In 2013, use of the ‘Progressive Achievement Tests in Mathematics’ (PAT Maths), SINE Testing in whole number and fractions was implemented. Student data from the PAT Maths tests has been analysed and used by teachers to inform future teaching and learning.
Tracking system was established to monitor student performance from P-6 using these assessment tools and an assessment schedule established.

- Staff development in the AUSVels and development of Scope and Sequence in line with the National Curriculum, in Mathematics, English. In 2013, Staff began work on the History and Science in an Integrated approach.

- An eLearning Leader was appointed to further enhance the curriculum development in ICT, to maintain and develop plans in regard to resourcing and to provide Professional Learning and support for staff and students.

- It is evident that we have made pleasing gains in the teaching and learning and curriculum coordination for staff.

- Trends indicate that teachers are maintaining effective teaching practices and continuing to promote positive learning environments.

- More effective practices in assessment were introduced such as pre and post testing. Peer observations and video recordings encouraged self-reflection.

- The professional development, embedded practice and management of leadership in this field, has contributed to the pleasing result.

- Students were given the opportunities of facing more challenges through open-ended tasks; they developed a more positive perception of their ability as a student.

- Parents were invited to share in their child’s learning at Family Mathematics Information Nights.

- Home Learning Tasks were sent home for families to work on together.

- The Rich Assessment Tasks were developed to encourage support from home. There was a clear partnership between teachers and families with the students being the center of the learning.

- We have been working towards building a contemporary student centered learning community that has high expectations for all and challenges all learners. This is evident when examining the content of our PLT’s and teacher growth in contemporary learning.

- In Literacy, intervention programs were implemented to ensure that all learners are challenged with high expectations. The ERIK (Enhancing Reading Information and Knowledge) program works closely with the selected Grade 3 and 4 students to enhance reading skills. The Reading Recovery Program continues to support those children who are not reaching benchmark in Grade One. The Reading Recovery teacher meets frequently with the Grade 1 teachers to inform of progress, suggest pathways for explicit teaching and receive feedback of effectiveness of strategies being used in the classroom.

- The shared leadership model has worked effectively in the school. Over the past 3 years the Literacy Leaders have worked closely together in improving our Literacy Levels. The Learning and Teaching Leader worked closely with the Mathematics, RE, and Literacy Leaders to ensure all curriculum areas were monitoring the progress of students in their sphere.

- On Demand testing was implemented to inform the Learning and Teaching program for high achievers. These students completed a range of tests which were used to track progress and identify what level they were working at. As a result, The Learning and Teaching SIS data showed an increase in student engagement.

- Our staff have worked closely with the Curriculum leaders in analysing data. Staff attended Naplan data analysis in 2013. In Professional Learning Team meetings staff analysed trends in our data. We outlined the main concerns across our school. Rich discussion led to future direction for our PLT’s. Literacy Leaders were able to identify areas of need in Reading.

- We have adapted to a range of different data sets. PAT Maths, I Can Do Maths,
Waddington, and Maths Interviews have been used to assess students in Maths. PAT Comprehension, PAT Vocabulary,

**Survey Data**

2013 Staff Climate Surveys highlighted

- Professional Growth – 70%
- Student Motivation – 89%
- Staff Morale – 70%
- Respect for students – 90%
- Professional Growth – 71%
- Parent Partnerships – 70%
- Teacher Confidence – 82%
- Engaging Practice – 70%
- Quality Teaching – 70%

Student achievement in Literacy at St Mary’s is high and reflects a strength of the school. Analysis of the Year 1 text level data shows our students achieve at or above the minimum and target standards set and compare favourably with like schools. They show a high level of achievement by our Year 1 students.

Our Year 3 NAPLAN data also demonstrates a performance of an exceptional level with 100% of our students meeting the National Minimum standard for all areas tested in NAPLAN: Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. This level of achievement was also achieved by Year 5 students. The continuing development of a whole school approach in both Literacy and Numeracy will continue to provide opportunities to enable our students to continually improve on their high level of achievement.

The following tables show the results of children in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, using data from the NAPLAN Tests and the Year 1 Literacy Text Levels.
## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<td>⭐80.0% or above students at target level 20</td>
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The following has had an impact on Student Achievement and outcomes

- More effective practices in assessment were introduced such as pre and post testing. Peer observations and video recordings encouraged self-reflection. The professional development, embedded practice and management of leadership in this field, has contributed to the pleasing result.

- The implementation of the Contemporary Teaching and Learning of Mathematics project contributed to this success. Trends indicate that teachers are maintaining effective teaching practices and continuing to promote positive learning environments. Through this project teachers were able to work closely with the Maths Leader, ACU staff, and SAM’s (school advisors in Maths).

- Working in teams, staff were able to work on a scope and sequence for mathematics, develop key understandings and plan together to ensure the contemporary teaching of mathematics was delivered. Teachers were involved in extensive, ongoing Maths professional development, equipping them with the strategies to engage the contemporary learner.

- The involvement in this project also had positive effects on the students and parents at St. Mary’s. Students were facing more challenges through open-ended tasks; they developed a more positive perception of their ability as a student. Parents were invited to share in their child’s learning at Family Mathematics Information Nights. There was a clear partnership between teachers and families with the students being the centre of the learning.

- We have been working towards building a contemporary student centred learning community that
has high expectations for all and challenges all learners. This is evident when examining the content of our PLT’s and teacher growth in contemporary learning.

- In Literacy we have implemented intervention programs to ensure that all learners are challenged with high expectations. The ERIK (Enhancing Reading Information and Knowledge) program works closely with the selected Grade 3 and 4 students to enhance reading skills.

- The Reading Recovery Program continues to support those children who are not reaching benchmark in Grade One. The RR teacher meets frequently with the Grade 1 teachers to inform of progress, suggest pathways for explicit teaching and receive feedback of effectiveness of strategies being used in the classroom.

- The shared leadership model has worked effectively in the school. Over the past 3 years the Literacy Leaders have worked closely together in improving our Literacy Levels. The Learning and Teaching Leader worked closely with the Mathematics, RE, and Literacy Leaders to ensure all curriculum areas were monitoring the progress of students in their sphere.

- On Demand testing was continued to inform the Learning and Teaching program for high achievers. These students completed a range of tests which were used to track progress and identify what level they were working at.

- Our staff, have worked closely with the Curriculum leaders in analysing data. Staff attended NAPLAN data analysis in 2013. In Professional Learning Team meetings staff analysed trends in our data. We outlined the main concerns across our school. Rich discussion led to future direction for our PLT’s. Literacy Leaders were able to identify areas of need in Reading.

- We have adapted to a range of different data sets. PAT Maths, I Can Do Maths, Waddington, and Maths Interviews have been used to assess students in Maths. PAT Comprehension, PAT Vocabulary, PAT Spelling, Torch, Text Level Assessment, Peters Dictation, Burt Word Test, Concepts about Print, Word Test, Hearing/Recording Sounds in Words, and Letter ID are all used to assess students in Literacy. Staff worked collaboratively in generating an Assessment Schedule. This ensures the monitoring of student progression and cohort data.

**Value Added**

- The Schools Improving Schools Project allowed staff from four school to participate in collaborative professional learning with student learning and outcomes at the centre.

- Mobile labs of computers allow for ongoing whole class access to computers at all times.

- The children’s my Classes are utilized to enhance areas of the curriculum with appropriate learning opportunities.

- We offer a variety of specialist subjects that add value to the Curriculum: Performing Arts (Music Dance, Drama), Culture (Italian), Physical Education and Information Communication Technology.

- Throughout the school teachers provide stimulating learning environments for their pupils. Classroom displays show that children’s work is valued and promote learning and inquiry.

- Teacher’s and the Special Education Coordinator provide Individual Learning Programmes for students with special educational needs. Reading Recovery, ERIK and PERI Intervention Programmes are utilized.

- Staff and parents believe that students are provided with a learning environment that enables children to succeed.

- Continuing the role of Literacy Leader and giving a Literacy focus to PLT meetings.

- Staff having attended professional development outside of school with a Literacy focus.

- Up-skilling staff in Student Services training
Training of teachers and Aides in ERIK and PERI Literacy Programs and Auditory Processing
Continued up-skilling of Aides in key curriculum areas
Professional Learning in Autism
Ongoing learning in NAPLAN and Assessment data analysis and how this informs teaching
Digital Excellence is now imbedded across the school to raise the level and skills of staff and students in the area of Computing and Information Technology.
The tutor program has been very successful across the school in catering for those that need extension in the area of mathematical challenges.
Assessment of student progress and recording of data has been streamlined and is pivotal in the design and implementation of classroom programs, as well as giving valuable input into the individual learning plans for the diverse range of student needs.
The staff, continue to be involved in rigorous professional learning, both internally and externally.
Staff, are part of teams across all areas of school life. These teams are successfully led by a leadership team that includes; the Deputy Principal/Learning and Teaching, the Deputy Principal/Admin and Management, and, the Leaders of Faith, Student Wellbeing, Community, Mathematics and Literacy. Our specialist lesson of P.E., Performing Arts, Italian and Visual Arts and ICT, allow the children to be involved in a variety of enriching and meaningful programs.
A thorough audit of all ICT equipment was carried out, resulting in a cyclical and ongoing upgrade in all areas of ICT, including Laptops, mobile banks, wireless availability throughout the school and ongoing support in the use of Interactive Whiteboards.
An important part of the school’s curriculum is the various sporting carnivals and competitions. These include, Athletics, Cross Country, Swimming, Lightening Premierships, Grade 5/6 Interschool sport and visiting sports clinics and coaching. Camps, excursion and incursions played an important part in supporting the curriculum and development of the students. The Grade 6 Camp to Canberra was once again highly successful event.

Further Highlights
Specialist music classes added in Term 3 and 4
Connecting with the Community. Parents and experts in the classrooms
Trained Literacy Helpers in the classrooms.
The Helping Hands program – parents assisting teachers
Environmental programs – gardening, responsible waste management and re-cycling
Use of Information and Communications Technology.
The appointment of an eLearning Leader within the school
‘Music World’ instrumental program and Charisma Dance Classes
School Camps, Excursions and Incursions
Tutoring for Extension Maths students across Grades 1 to 6
Programs for Gifted - Tournament of Minds, Gateways
School Based Intervention Framework for students with needs
STUDENT WELLBEING

Goals
To build on and improve the wellbeing culture of the school.

Intended Outcomes
That there is an improvement in the following areas;
• That student decision making, interpersonal skills, connectedness and capacity to participate is improved.
• That there is an increased level of student decision making.

Achievements
The school has implemented a number of initiatives to improve;

Student Connectedness:
• The transition program for the Foundation year children has developed to incorporate Kinder visits by one of the teachers at this level in Term 3 and two 2-hour orientation sessions. The second session involves students meeting their teacher and classmates for the following year. Parents also have the opportunity to meet their child’s teacher at an information session.
• The transition program in 2013 included Parent Information sessions for incoming families. These sessions included; Children and Anxiety, Faith and the Child, Pre-learning in Numeracy and Literacy
• Meet ‘n’ Greet sessions with parents early in Term 1 for teachers to become more informed of the interests/needs of their students
• A thorough and detailed handover at the end of each year to the next class teacher. For funded students, both current and new teacher attended the last PSG of the year to ensure a smooth transition to the next year level.
• Implementation and consolidation of the Grade 6 Leadership program, including a specified Leadership day in Term 1 and Grade 6 camp to Canberra. This camp focuses on Civics and Citizenship and adds depth and meaning to the student leadership.
• Commissioning of Grade 6 leaders, staff, P&F and PEAB at the Opening School Parish Mass
• Grade 6 students running our weekly school assemblies
• Lunchtime activities organized by Grade 6 leadership groups
• Continuation of the Buddy system for Foundation and Grade 5/6 students
• St Mary’s has continued to provide many opportunities to come together as a school: Art Show, concert, school masses, liturgies, Feast Day celebrations, Athletics carnival, House swimming carnival.
• Opportunities to represent St Mary’s in the inter-school sports program
• Use of laptops and IWB across the curriculum has enabled the links between ICT use at home and school to further develop

Student Voice:
• The continuation of the Student Representative Council from Grades 1-6.
• The SRC is led by our Grade 6 leaders in an expanded leadership program in which all Grade 6 students are actively engaged. These students plan, implement and manage activities that involve
all students in the key areas of; Social Justice, Environment, Sports and Activities, and Communication

- All classes meet to gather information and ideas that are then taken to the SRC. The SRC then discuss, prioritise and explore initiatives that ensure students have a sense of identity, belonging and decision making in regard to improvement in the school and community.

**Student Interpersonal skills:**
- Continued consolidation of the school rules, and the way they have become embedded across the school curriculum, has enabled students to be more assertive and become positive problem solvers. A restorative approach to resolving issues allows the students to take ownership of what they do and the outcomes they wish to achieve.
- The continuation of the ‘You Can Do It’ program in 2013. ‘You Can Do It’ surveys show an increase in ‘taking risks’, ‘setting goals’, ‘planning time’, ‘thinking first’, ‘playing by the rules’ and ‘social responsibility’.
- The Principal’s Awards at assembly are based on the habits of mind being explored in the class YCDI lessons. Principal’s Awards at assemblies have been extended to Values, Citizenship and School Spirit

**Student Capacity to participate**
- Social Justice initiatives have enabled the students to gain a global perspective. Fundraising (proceeds going to various communities throughout the world) book drives, clothing collection, bikes for Aboriginal Communities, visiting the elderlyand fun days. All of these add value to the children’s lives, not just in the giving but in what the children gain as Christian people and being servants of God.
- Involving students in learning processes where they are taking more responsibility has increased the level of connectedness and engagement.
- The students have the opportunity to be involved in a wide range of activities. These include; class assembly items, class and whole school liturgies and Masses, Grade 6 lunchtime activities, chess at lunchtime, Grade 3-6 inter-school sports program (cross country, swimming, football, netball, t-ball, softball, cricket), whole school swimming and athletics carnivals, the school Concert, art Show, Mission and fundraising activities, weekly broadcasts and news, dance, music and tennis lessons, Community Fun Runs, Auskick and Weekend Netball.

**Survey Data**
2013 Student Surveys highlighted:
- Student Satisfaction - 75
- Student Safety – 85
- Student Morale – 75
- Teacher Empathy – 82
- Connectedness to School – 80
- Student Motivation – 88
- Connectedness to Peers – 80
2013 Parent Surveys highlighted:

- Student Safety – 72
- Parent Satisfaction – 80
- Morale - 80
- Connectedness to Peers – 80
- Connectedness to School – 79
- Student Motivation – 71
- Social Skills – 80
- Stimulating Learning – 79
- Behaviour Management – 70
- Transitions - 74

**Value Added**

Student wellbeing is at the core of happy school lives. During the year the students have participated in many activities and have been supported in many ways.

- Transition Program for new Foundation Families, including sessions on Anxiety, Readiness for Literacy and Maths, Readiness for School, Faith and Young Children.
- The Student Representative Council is an important voice for all children.
- The Grade 6 Leadership Groups have initiated a wide variety of activities including: lunchtime tutoring, games room, sporting activities, environmental and social justice programs, and weekly assemblies.
- Both staff and students had informative sessions on Anaphylaxis.
- Other support sessions included talks from a child psychologist, Stonnington Youth workers and Family life programs.
- Student participation in the ‘You Can do It’ Program
- Inclusion of the CEO Social and Emotional Framework
- ‘On Psych’ as a provider for social and emotional support for parents and students
- Increased participation in the Extend After School Care Program.
- Introduction of Before School Care
- Ongoing structured lunchtime activities have been introduced for students to sign up for and participate at various times throughout the school year. Soccer, cricket, basketball and football clinics have been run by senior students with the support from teaching staff to supervise
- Grade 6 lunchtime clubs – art, drama, sports clinics, tutor groups, chess
- We have a Prep buddy system to support kinder children in the transition to Primary school. Year 5 and 6 students are allocated a buddy, and work with the Prep children in class as well as offer support on the playground and in Parish Masses.
- Senior students lead and run weekly assemblies.
- Classroom awards are handed out at assembly and are displayed in the school corridor each week.
- The introduction of the Principal’s awards, aligning these to the “You Can Do It Program”, at weekly assemblies.
• Sessions for the Grade 5 and 6 students on Life, Relationships and Changes in ourselves
• Increased student decision making in the areas of; Social Justice, ICT/Library, Safety and Security, The Environment, Sport, and Communication.
• Every room in the school has clearly displayed rules, consequences.
• The students at St Mary’s have a positive outlook. They are listened to and any concerns followed through in a caring and sensitive manner.
• Cyber Safety Sessions for the students including outside agencies such as Police and Stonnington Council.
• Professional development for staff in various aspects of caring and supporting our students
• Devoting a section of staff meetings to dialogue about the social and emotional needs of students.

Further Highlights
• Sessions for the Grade 5 and 6 students on Life, Relationships and Changes in ourselves
• Family Life programs across the Grades
• School Camps and Excursions
• Before and after school music programs
• Tennis lessons at lunch time and after school.
• Music Programs -
• Charisma Dance classes at Lunchtime
• Lunchtime Homework
• Lunchtime Student Tutoring
• Extension programs for Gifted and Talented. Visiting tutors, Gateways, Tournament of Minds
LEADERSHIP and MANAGEMENT

Goal
To Create and maintain a school culture that is based on teamwork, collegiality, high performance and continuous improvement

Intended Outcomes
- That there is an improvement in collective responsibility, communication, accountability and role clarity.
- That there is a raised level of affirmation resulting in staff confidence in their own capabilities.
- That we establish clear future directions, that empower individual staff members enabling them to empower others.
- That the school develops a climate of mutual respect, trust and support that embraces optimism and confidence.

Achievements and Value Added
1. That there is an improvement in collective responsibility, communication, accountability and role clarity
   Improvements and initiatives have included;
   - Involvement in the Schools Improving Schools Initiative bringing four school working collaboratively to improve student outcomes and enhance staff professional learning.
   - Performance and Development Culture – strengthening Professional Learning processes, Mentoring and Induction, Staff Growth and Individual Plans
   - Use of the AITSL Standards for Professional Tracking and growth
   - New comprehensive handbook.
   - Regular Staff meetings to ensure the content of the handbook is embedded in daily practice
   - Aide and office staff meetings
   - “Current to the Future” “What Working Well” (WWW) and “Even Better If” (EBI) approach to meetings and decision making.
   - Improved PLT’S, Staff, Planning and Level meetings
   - Teachers are clear about their professional responsibilities
   - Improved approach to report writing, timelines/buddy readers
   - Knowing the functions of the office. Defined roles and understandings.
   - Provide relevant information about students to others
   - Collaborative work with teachers and teacher aides teacher
   - Regular meetings with the principal, on feedback, professional goals and direction

2. That there is a raised level of affirmation resulting in staff confidence in their own capabilities.
   Improvements and initiatives have included;
   - Greater opportunities for feedback in teaching and learning – colleagues, principal, students.
   - Use of the Professional Teacher Standards as an ongoing reflection tool, highlighting PL plans and needs, performance and professional journey
• Rigorous recruitment of quality staff that have the ability and capacity to share, lead and empower others
• Peer Lessons and observations
• Contributing to the implementation of Differentiated Learning Groups
• Working in new teams
• Sharing of knowledge and expertise
• Contemporary teaching and Learning of Mathematics
• Becoming a better communicator
• Learning to prioritise
• Wise time management
• The ability to train others
• Being able to adapt new classroom management strategies
• Using ICT and contemporary classroom practices
• Taking on new roles
• Being open to new learning
• Sharing of knowledge and expertise
• Leading by example

3. That we establish clear future directions, that empower individual staff members enabling them to empower others.

Improvements and initiatives have included;
• Positive interactions and real opportunities to express ourselves.
• New teams this year involving and empowering all staff
• Level mentors and liaison people.
• Induction and mentoring new staff and Graduates
• Move to teachers sharing and grouping in lessons
• Using out in house experts eg ICT, Maths Literacy
• Modelling quality teaching
• Increased confidence in relying on others.
• Ability to be involved in co-operative groups across the school.
• “Current to the Future” approach to meetings. Working smarter in teams
• Sharing the load eg at testing time
• Smiles and greetings
• Attending and contributing to relevant meetings – PSG’s, Staff meetings, PLT’s, Planning meetings etc meetings
• Letting staff know they are not alone with problems in regard to workload and students
• The vitality of the leadership team
• Real increase in staff and parent partnerships. Active involvement both ways.

4. That the school develops a climate of mutual respect, trust and support that communicates optimism and confidence.

Improvements and initiatives have included;
• Increased confidence in the ability to trust and rely on others – openness, loyalty
• Staff believe leadership understand their needs and problems and can be relied upon when needed
• Rigorous recruitment of quality staff
• Honesty appreciated
• Approachability
• Small acts of kindness
• Pastoral environment
• Expanded Leadership – involving all staff/teams
• Supporting others – staff students and parents
• Respect of staff and students and feeling valued
• Responding to needs, sharing and understanding problems of others
• Staff on the same page
• Professional Integrity
• Respect of each person’s qualities and talents
• Fair distribution of duties and roles
• Portraying Positive Attitudes
• Improved Relationships with students/staff/parents

Staff Attendance 2013 – 85.12%

Staff Retention 2013 – 84.21%

Teacher Qualifications 2013

• Doctorate – 0.00%
• Masters – 26.67%
• Graduate – 20.00%
• Certificate Graduate – 0.00%
• Degree Bachelor – 53.33%
• Diploma Advanced – 0.00%
• No Qualifications Listed – 0.00%

Expenditure and Teacher Participation in Professional Learning
Restorative Practice in School Setting, ICON WEB 2, Networks – REC, Deputy, Student Services, Student Wellbeing, Mathematics Leaders, Literacy Leaders, Learning and Teaching, Sports, Reading Recovery, Chinese Language Network, Schools Improving Schools Project with Change 2, Admin Backpay Calculator, OHS for School Leaders, International Series – Valerie Hannan, Building a Coaching Culture, Graduate Teacher Days, Change 2 Facilitators, Personalised Learning, Assisting Students with Hearing Loss, ERIK Enhancing Reading Intervention, Cyber-safety, Disc with Barry Dwyer, Emergency Evacuation, School Review, First Aid, Coaching, Mathletics, Anaphylaxis, Asthma, Leadership at all Levels,

Number of Staff Participating in Professional Learning – 27
Expenditure Professional Learning 2013 - $21934

Staff Composition
Principal class 3
Teaching Staff (head count) 22
FTE Teaching Staff 16.720
Non Teaching Staff 6
FTE Non Teaching Staff (head count) 3.710
Indigenous Teaching Staff 0

Student Attendance

<table>
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<th>Year</th>
<th>Attendance</th>
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<tr>
<td>1</td>
<td>97.30%</td>
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<tr>
<td>2</td>
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<td>6</td>
<td>98.86%</td>
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<tr>
<td>Overall average</td>
<td>97.74%</td>
</tr>
</tbody>
</table>

ATTENDANCE MONITORING PROCEDURES

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

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

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

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

Survey Data

Staff Satusfaction – 70%
School Morale – 66%
Supportive Leadership – 64%
Ownership – 70%
Appraisal and Recognition – 62%
Professional Growth – 70%
Role Clarity – 64%
Further Highlights
The above successful results, are due to careful planning in our Annual Action Plans and dedicated commitment by staff and the community to ongoing sustainable improvement. The successes have been brought about by many factors and initiatives over the past two years. These include;

In 2013
- The rebuilding of the School Website
- The Introduction and Implementation of the New Agreement
- Re - Launch the Vision and Mission Statement.
- Total overhaul of the Staff Handbook so that it becomes an essential guide for all staff.
- Team orientated approach across all areas incorporating a leadership structure that shares and builds leadership capacity.
- Explored the Performance and Development Culture Program
- Principals Inspiring the Future of the Profession
- Develop effective structures for appraisal, feedback, mentoring and goal setting. (peer appraisal, individual and team action plans, use of reflection journals,
- Principals and Secretaries Breakthrough Coaching
- Improve efficiency and Professional Development in the School Admin area that will lead to efficiency across all areas of the school. 1.Diploma of Catholic Education Primary Administration
- Ongoing reflection on both the School Improvement and Annual Action Plan.
- Use of the AITSL Professional Teacher Standards as an ongoing reflection tool, goal setting and professional learning path
- PDC Survey for new teachers. Revisit 2012
- Participation in PDC and the development of resources for this
- Monitor and evaluate induction programs twice a year
- Revisit and re-inforce the updated handbook, each term
- Compile a comprehensive set of induction and mentoring materials
- All teachers that are new to the school, have new or changed positions participate in induction programs which includes mentoring
- Leadership involvement in PDC. Regular involvement of staff
- Ongoing reflection on both the School Improvement and Annual Action Plan.
SCHOOL COMMUNITY

Goal
To build a community that reflects strong relationships with families, parish and wider community.

Intended Outcomes
- That we optimize the connectedness of all families to their children’s learning, to the life of the school, parish and wider community.
- That we develop ourselves as an outward facing community with an emphasis on Social Justice.

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

- St Mary’s School has very active and supportive Parent and Community Groups. These include; P&F, Parish Education Advisory Board, Parish Pastoral Council, St Mary’s Care, Uniform Shop Co-ordinators, Mothers and Fathers Reps, Grade Reps, Social Committees, Sports Helpers, Literacy Helpers, Classroom Helping Hands and Maintenance Committee
- Parent Helpers are encouraged in a variety of roles in the school. The Literacy Helpers program is a success, particularly in the P-2 area. Parents complete a one hour training session and then nominate to regularly help out in a classroom. Parents who are unable to commit to this are encouraged to help in other ways by covering books for the Library, making games etc at home. We currently have about 55% of families who have completed the course.
- Parent Information nights have been held. The Mathematics Nights (2012), were very well attended and exposed parents to the contemporary style of mathematics teaching and learning. The Cyber Safety outreach session by ACMA (2013) was not so well attended. (about 17%)
- The ‘Faith nights’ program has been expanded to include all years, not just the Sacramental years. Parents seem to embrace this model where they work with their child/ren. (average 90% turnout)
- Meet ‘n’ Greet sessions at the beginning of the year and Goal setting meetings mid-year are well attended and provide formal one-on-one opportunities for parents to talk to teachers. (average over 90% attendance)
- All teachers have an open-door policy for parents.
- Parents are invited on school excursions, to help at our Athletics and Swimming carnivals (or just to come and watch)
- Grandparents Day has become a regular date on the calendar, where Grandparents (or special person) are invited in to share their experiences of learning and compare to contemporary schools.
- The Parents and Friends (P&F) is very active within the school, running Hot food days for the students once a term, Mother’s day stall, Father’s Day breakfast and many social occasions for the parents to connect.
- Local businesses are supported as ‘preferred suppliers’
- The Malvern East Community Bank (Bendigo Bank) has donated a considerable sum of money to the school to help finance upgrades to the school grounds. This is due to the work of the Grants/donations officer of the P&F
• St Mary’s has also benefitted greatly from the Woolworths Earn and Learn and Coles Sports for Kids programs, again coordinated by the P&F and supported enthusiastically by parents.
• The Parish Education Advisory Board (PEAB) has revised its role within the school. Its constitution outlines its function to support and advise the Parish Priest and Principal.
• The transition program at both ends of the schools has developed with Kinder visits and visits from High school staff for our Grade 6 students.
• The Opening mass of the year includes the commissioning of Grade 6 students, staff, P&F and PEAB.
• Classes attend parish masses on a regular basis during the week and once a term at a Saturday night mass.
• The bi-annual Parish Fair is a large commitment from the school and wider community and raises substantial funds.

Parents and students are committed to be ‘outward facing’ by supporting and helping individuals and groups.

• Students and families have gained a greater understanding of our global world, how we can give to the people of the world, but also the richness that we receive.
• St Mary’s Care is part of our P&F and provides support in many ways for members of the parish: food at the birth of a new child; transport; food for anyone in need of assistance. Students become involved in this, especially at the end of year, when food and non-perishables are collected at school to make hampers.
• Project Compassion is a large part of Term 1 activities where the Grade 6 Leadership group encourage students to participate. This also forms part of the RE program at this time.
• Donations for the Easter Egg raffle are used to provide hampers to the Sacred Heart Mission.
• 2013 saw the initiation of a ‘Chocolate mass’ as part of our Feast Day celebrations where children donated chocolate for the Sacred Heart Mission and for Sacred Heart School Fitzroy.
• St Mary’s has been regular participants in ‘Jump Rope for Heart’ and the ‘Run For Kids ‘in support of the Royal Children’s Hospital. Training is organized before school by staff for the run.
• Senior students are involved in the local RSL ANZAC and Remembrance day services.
• Students also visit Cresthaven Retirement Village.
• St Mary’s hosts students from St Kevin’s College, Sacré Coeur and other surrounding high schools as part of their community service/work experience programs.
• We engage with Australian Catholic University and other Universities, with their student teacher program.

Survey Data
2013 Parent Surveys highlighted:
- Opportunity Faith – 92
- Teacher Morale - 80
- Compassion – 83
- Social Justice – 83
- Parent Partnerships – 70
- Parent Satisfaction – 70
- Connectedness to School – 79
- Approachability – 75
Value Added

- The partnership between school and home is fully recognized and built upon. Information is given to parents in a variety of ways (information nights, notes home, home-learning, newsletters, class and whole school Curriculum News publication, website, parent helpers, Grade representatives) to include them in the formal education.

- St Mary’s has a rich and active Parent and Community Group. These groups add depth in so many ways and this has a direct impact of the Wellbeing of the students. Project, programmes and initiatives include; trained literacy helpers, classroom support, sports, the arts, excursions, St Mary’s Care, parish and community activities, Grade Representatives, parent sub committees eg eSmart, and Policy committees (Anti Bullying, Cyber Safety, Safe Parking), Parent Grants Coordinator, Hot Food Days. Parents organizing activities such as Shrove Tuesday, Mothers and Father’s Day breakfasts and stalls, children’s Liturgy, sessions and the involvement of the Parish Priest, reflection days, student leadership days, class activities, altar servers, Fun day functions, the school fair, social justice activities and fundraising. The above are examples of a unique partnership with families, parish and community. This important partnership builds goodwill, trust and positive relationships that enable the school community to promote faith, learning and optimism.

- Students are given opportunities to become aware of the ‘wider world’ and reflect on how they can help others. Wherever our students go – excursions, inter-school sports, - their conduct is positively commented on as responsible, caring citizens. The parents of the Prep Year students anecdotally have many positive comments about the Grade 5/6 students and the relationships they build in the buddy program. Visitors (CRT, incursions) likewise comment on the conduct of our students and are eager to return. As a school we need to continue to build and strengthen the students’ positive self-image. Of significant importance is also the parents’ perception of student behaviour.

- St Mary’s School continues to be supported by an active and vibrant parent and parish community. The following groups contribute so much to the school. The P&F and Uniform Shop, and the many groups that come under the P&F umbrella. These groups organize a vast range of fundraising and social events. These activities give so much to the school, in the way of resources, furniture and equipment, as well as providing an avenue for friendships and social life.

- St Mary’s Care provides support and care for our families in challenging and special time

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

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

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

- Links with local council and Members of Parliament.

- Working with The Malvern RSL on special History Projects.

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

- The school and Parish work together to enhance and enrich the lives of the students.

Further Highlights

- The Helping Hands Program – parents working in classrooms
- Buddy Families for new families
- Links with the Parish Sister School
- The school reaches out to the wider community through events such as the choir singing for local elderly, and joining in events with Stonnington City Council
- Members of Parliament
• Visiting guests and experts
• Grade Representatives for all Grades
• St Mary’s Care provides support for families, parishioners and wider community in the way of transport, hampers, babysitting etc
• Parents, parish and wider community are invited to attend biannual School Musical and Art Shows.
• Local sporting teams and athletics visiting and coaching.
### Financial Performance for the Year Ending December 2013

Note that the information provided below now includes the following items that are not derived from the Department, which form part of the school’s finances: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary cap. The information provided is not comparable with other educational sectors.

#### Reporting framework:
Modified Cash

#### Reporting year:
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<th>2013</th>
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#### Recurrent income

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<th>Description</th>
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<td>School fees</td>
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<td>Other fee income</td>
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<td>161,075</td>
</tr>
<tr>
<td>Private income</td>
<td>44,267</td>
<td>38,906</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>551,409</td>
<td>500,973</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,547,702</td>
<td>1,452,455</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>2,637,447</strong></td>
<td><strong>2,436,608</strong></td>
</tr>
</tbody>
</table>

#### Recurrent expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Tuition (includes boarding)</th>
<th>Tuition (includes boarding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>1,849,250</td>
<td>1,642,476</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>435,551</td>
<td>396,940</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>2,284,800</strong></td>
<td><strong>2,039,417</strong></td>
</tr>
</tbody>
</table>

#### Capital income and expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Tuition (includes boarding)</th>
<th>Tuition (includes boarding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>91,242</td>
<td>87,968</td>
</tr>
<tr>
<td>Other capital income</td>
<td>30,904</td>
<td>84,868</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>122,146</strong></td>
<td><strong>172,836</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>38,115</strong></td>
<td><strong>133,745</strong></td>
</tr>
</tbody>
</table>

#### Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)

<table>
<thead>
<tr>
<th>Description</th>
<th>Tuition (includes boarding)</th>
<th>Tuition (includes boarding)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
<td>481,896</td>
<td>514,232</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>409,560</td>
<td>481,896</td>
</tr>
</tbody>
</table>

#### Non DE FQ reported items

<table>
<thead>
<tr>
<th>Description</th>
<th>Tuition (includes boarding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems levies (payments)</td>
<td>(198,609)</td>
</tr>
<tr>
<td>Intra systemic transfer receipts (payments)</td>
<td>(276)</td>
</tr>
<tr>
<td>Diocesan capital fund (SCF) receipts (payments)</td>
<td>(11,695)</td>
</tr>
</tbody>
</table>
Future Directions

EDUCATION IN FAITH
- To maintain and strengthen opportunities for spiritual growth, for staff, parents and students.
- Build a culture of ongoing professional growth for staff in the area of Religious Education and Theology.
- To include Religion into Home Learning tasks to enhance our Home/School/Parish relationship.
- Continue to explore the ‘Catholic Identity’ of the school and look to implement change that allows St Mary’s to be a school, that has a strong visible signs and practices, centred on Christ, the Gospel values and social justice.
- Build upon Assessment in Religious Education, through open ended assessment tasks that will allow for the tracking of student achievement across all year levels.

LEARNING and TEACHING
- Literacy focus in Reading. Introducing support materials that will have a direct impact on maintaining levels as students’ progress up the grade.
- Continue to implement the contemporary teaching and learning of Mathematics.
- Continue to implement extension programs to support the high achievers.
- Personalized learning for all learners – aligning with our Catholic School Vision to ensure all students fulfil their full potential. Ensuring there is further support for the middle cohort. To further engage students to become more successful learners.
- Further increase and monitoring of student assessment with On demand testing.
- Increase staff confidence with implementation of the national Curriculum.

STUDENT WELLBEING
- New ways of communication with parents explored- website/blogs/online portfolios etc. This will become part of the Change² ICON initiative.
- Further develop the confidence of our students so they have a positive self-image.
- Continue to build Positive School Wide Behaviour Support. Whole staff training in this area
- Devise and adopt data gathering mechanisms and processes that track and monitor student wellbeing over time

LEADERSHIP and MANAGEMENT
- Refine and establish an effective teamwork model
- Explore options in relation to management of work demands and work life balance
- Strengthen communication and partnerships with parents and community
- Build a culture of feedback and develop and maintain multiple sources of effective feedback
- Explore and implement, innovative and sustainable approaches to teacher development
COMMUNITY

- Establish regular forums and focus groups for parents involving parent interests, priorities and partnerships.
- Build upon and strengthen communication in regard to classroom management strategies and positive behaviours that promote learning.
- Further opportunities for parent involvement with the commencement of the Change² ICON initiative.
- Explore further opportunities for Grade Representatives, sub-committees, P&F, School Education Advisory Board and Parish Pastoral Council to be the voice for communication between staff and the wider community.

Signatures

SIGNED by the Principal
E T McGinness

Name Ellen Therese McGinness

Date 20/ 5/ 2014