



# ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST MARY'S PRIMARY SCHOOL  
HAMPTON**

**2018**

REGISTERED SCHOOL NUMBER: 1231



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## Minimum Standards Attestation

I, Matthew Sweeney attest that St Mary's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

April 2019

## Our School Vision

St. Mary's is a safe and inclusive community that fosters strong, positive relationships in an engaging and empowering learning environment. We are committed to lifelong learning and making a difference in our world.

We provide a safe and collaborative learning environment which supports and promotes the principles of Australian Democracy including a commitment to the elected government, the rule of law, equal rights of all before the law, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

Our school motto 'Friends, Family Community - Together we Grow' sums up the positive community feel that we strive to maintain and that is valued so highly amongst staff, students and parents.

Our "RICH" Values of Respect, Inclusion, Compassion and Honesty are visibly at the centre of daily life at St. Mary's. We strive to live out these values each day in everything we do.



## School Overview

St Mary's School is co-educational Catholic primary school, located in the Bayside suburb of Hampton, catering for students from Prep (Foundation Year) to Year Six. The school has a population of just over 300 students. There are currently fourteen classes, with two single-stream classes per year level.

In 2018, St. Mary's developed a masterplan for refurbishing our current buildings and grounds as a first step towards embarking on a building program. We are well resourced with digital technology, including Chromebooks and iPads. All classrooms have a Digital TV or Interactive Whiteboard.

At St. Mary's, we are committed to:

- Fostering a collaborative environment where all students are empowered to reach their full potential
- Promoting lifelong learning and high expectations for all students, fostering a growth mindset
- Achieving a high level of student engagement in a culture of sharing and mutual support
- Creating authentic links to the local and global community, with a commitment to social justice
- Using technologies to optimise learning for all.

Our School Improvement Plan 2016-2019 has brought a focus on strengthening and promoting St. Mary's Catholic Identity as perceived by teachers, students and parents, so as to build a stronger perception of Catholic Identity within the school community. Over the four years, we aim to embed effective learning pedagogies, providing a challenging, stimulating learning environment. We will develop strategies to strengthen student-teacher and student-student relationships, and student connectedness to their learning, so that social emotional learning skills are strengthened and students are more engaged in their learning.

We seek to strengthen parent and community links in support of authentic student learning, enhancing student learning through stronger parent and community connections. We aim to develop a vibrant, empowering, professional learning culture which reflects a strong Performance and Development culture that employs effective feedback strategies, so that the school climate, particularly in relation to role clarity, staff empowerment, and leadership support, will improve.

## Principal's Report

Reflecting back on 2018, what has stood out for me is the strong spirit of St Mary's that was on display time and again over the course of the school year.

Of course, the big community event for 2018 was our whole-school production of 'The Lion King Jnr'. In front of a capacity audience of over 800, over two nights, we had the opportunity to celebrate, and indeed surface the many hidden talents of our students. This production harnessed and epitomized the capacity of our children as they truly shone and grew over this journey.

Reflective of our high-quality students, we saw 39 Year Six students graduate from primary school, fully confident that they were moving on to secondary school more than equipped to embrace the exciting challenges ahead. The students' mature and committed leadership in 2018 was indicative of their growth and their journey to date as young and impressive leaders.

The spirit of St. Mary's was on display at various sporting and community events, such as our Sports Gala Day, Walkathon and interschool competitions. Throughout the year, our students demonstrated tremendous teamwork and persistence.

Much of our success in 2018 can be accredited to the positive partnerships that we continue to foster between our families and staff. We understand this level of student and community success simply cannot be achieved without these valued and trusting relationships. The students at St Mary's are the ultimate benefactors and we must not lose sight of the energy and investment of time offered in forming these strong relationships and partnerships. These positive relationships continue to have the greatest impact on the success of our school.

The Parents and Friends, School Advisory Board remained unwavering in their support, generosity of time, funds and energy, ensuring our community flourishes. The P&F funded new Smart Screens across four classrooms, making a real difference and impact on student learning daily in the classroom. Without their incredible efforts, we could not accomplish many of the major works around the school, that add to the children's experience at St Mary's. To all our parent volunteers, thank you for your generosity and willingness to share your time and expertise with our school community. This is a wonderful gift that we are most grateful for.

As Principal, I count my blessings to be surrounded by such dedicated, passionate and exceptional staff and families as those here at St. Mary's. Our staff forms a dedicated team, with the children's needs and interests at the heart of all we do. I would like to acknowledge their professionalism, hard work and tireless efforts, and thank them for their enormous contribution to creating the wonderful learning environment we have at our school.

In 2018, the school developed a masterplan for future building and playground refurbishment, to cater for the future needs of the school. The school engaged Clarke Hopkins Clarke architects to develop the masterplan after consultation with staff, students and the Education Board. The masterplan includes the building of a new Junior School block and the refurbishment of the administration block and senior school building. The learning spaces in the masterplan reflect 21<sup>st</sup> century learning and teaching practices in the design of its flexible learning spaces; aligned with the current contemporary practices of the school.

This Annual Report summarises a highly successful year for the school and describes what the school will be trying to achieve in the future. The Annual Report keeps the school community informed and assists with planning for the future. During each school year, several sets of data are collected and analysed by the school including student achievement data, particularly in English and Mathematics. To gain a full understanding of how our key stakeholders feel we are performing, parents, students and staff are surveyed to ascertain how each of these groups perceives how the school is operating. A summary of this data is contained within the Annual Report.

*Matthew Sweeney*

*Principal*

## School Education Board Report

We commenced another year with enthusiasm and lots of positive energy as we welcomed our returning and new families to the school and the sense of calm throughout the school within a few short weeks indicated that the start to the year was very productive.

We welcomed a number of new staff members to the school; Mrs. Renae Mead, Mrs. Renae Robinson and Mr Max Reid. We farewelled Ms. Natalie Bierman who had been a much loved and valued staff member for 10 years.

We continued with straight classes throughout the school with an enrolment of 305 students.

The Education Board, in line with its usual practice, reviewed its purpose, function, identity and aspirations and we welcomed Mrs Cindy Donoghue and Mr Ben Pickett as board members.

Key achievements for the Board in 2018 were:

1. Conducting the annual survey of new families which indicated that they found the transition to the school very positive and enjoyed a strong sense of community and belonging from the outset.
2. Discussion and ratification of the school master plan which was developed by architectural design company Clark, Hopkins and Clark. The school is now in the process of applying for capital grants to enable it to cater for its growing needs in line with best practice education.
3. Review of school finances.
4. Further input into the school uniform review process led to the board ratifying a new uniform which has brought a new, fresh look that demonstrates pride in our school. A very special thankyou to our uniform coordinators Hayley Taylor, Amanda Smith and Narelle Condon for all their time, expertise and effort in researching options for the new uniform.

Our school production in September was a highly successful community event and demonstrated the commitment and passion of all involved in making it happen.

Our P&F committee worked with enthusiasm and passion organising many highly successful fundraising events which has enabled the purchase of new interactive touch screens for all our classrooms. A special thankyou to our coordinator Linda Orlowski for overseeing this wonderful work.

The school organised a number of well received parent education sessions including Building Resilience and Community Conversations.

We had another moving and well organised Graduation Celebration in December which brought another successful school year towards its conclusion.

*Paula Cunniffe*

*Education Board Chairperson*

## Education in Faith

### Goals & Intended Outcomes

#### Goal:

- To strengthen and promote the school's Catholic Identity as perceived by teachers, students and parents.

#### Intended Outcome:

- That the school R.E curriculum will build a stronger perception of Catholic Identity within the school community.
- That staff, students and parents develop a deeper understanding of social justice as part of the Christian call to service.

### Achievements

#### School Improvement Surveys

All staff, parents and Year Three-Six students had the opportunity to participate in the annual School Improvement Survey in September 2018.

The following elements were identified as strengths in the Catholic Culture part of the survey:

- The extent to which members of the school community have the opportunity to reflect on their faith, pray together and celebrate liturgies and sacraments
- The extent to which members of the school community feel that social justice is important, and to which they have the opportunity to participate in social justice
- The extent to which members of the school community feel that compassion is important, and to which they have the opportunity to act in a compassionate manner.

Staff School Climate Survey	2016 Actual Score (/100)	2017 Actual Score (/100)	2018 Actual Score (/100)
Staff - Importance	78	79	75
Staff - Opportunity	89	91	87
Staff - Behaviour of Staff	91	90	78
Staff - Behaviour of Student	74	73	78
Staff - Compassion	94	94	92
Staff - Social Justice	83	88	87



Student Experience Survey (Years 3-6)	2016 Actual Score (/100)	2017 Actual Score (/100)	2018 Actual Score (/100)
Students - Importance	61	64	67
Students - Opportunity	81	83	86
Students - Behaviour of Staff	80	84	88
Students - Behaviour of Student	69	68	74
Students - Compassion	84	87	88
Students - Social Justice	83	78	82

Parent Opinion Survey	2016 Actual Score (/100)	2017 Actual Score (/100)	2018 Actual Score (/100)
Parents - Importance	72	74	75
Parents - Opportunity	88	88	89
Parents - Behaviour of Staff	80	81	86
Parents - Behaviour of Student	64	65	65
Parents - Compassion	87	85	88
Parents - Social Justice	80	81	82

### Enhancing Catholic School Identity (ECSI) Surveys

Staff, students and parents were invited to participate in the Enhancing Catholic Identity (ECSI) Surveys in 2018. These surveys are conducted by Catholic Primary Schools in the Archdiocese of Melbourne every four years.

97% of Year Five and Six students completed the survey and 88% of staff. Unfortunately, only 5% of parents (11 families) completed the survey, which meant that the representative sample data could not be considered.

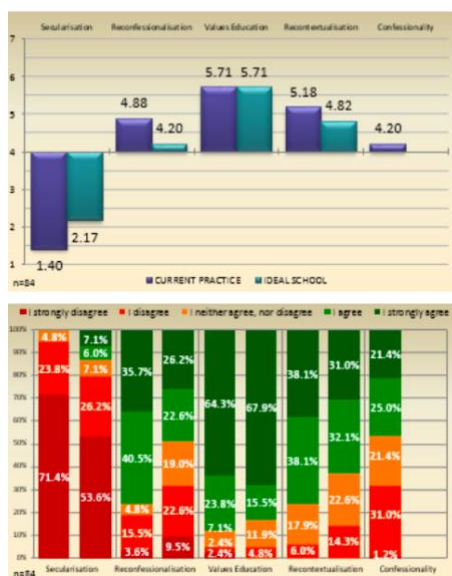
#### The Melbourne Scale

Part One of the surveys, the 'Melbourne Scale', consisted of questions to ascertain how staff and students would classify St. Mary's, based on four school 'types', as well as what their "ideal" school would look like, based on these types of schools:

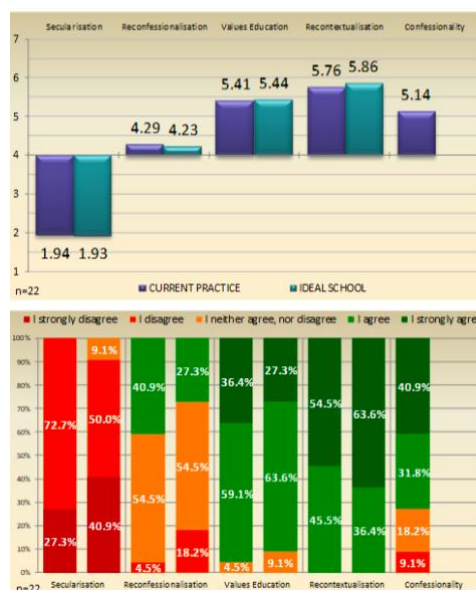
- **Institutional Secularisation:** A school where Christianity is not obvious and where religion does not belong in a school
- **Values Education in Christian Perspective:** A school where there is an emphasis placed on ethics ('doing good'), where a Christian moral education is offered and where students may discover faith in that way
- **Confessional School:** A school where there is an assumption that the Catholic faith is practiced by most of its members and where there are visible signs of Catholicism such as crucifixes on walls, prayers throughout the day and catechists/ priest visibly present in the school
- **Institutional Reconfessional:** A school where traditional Catholicism is promoted to the exclusion of the external culture that surrounds the school.
- **Recontextualisation:** A school where people of different philosophies and lived experiences work together for the common good, seeking to reimagine what it means to be a Catholic school community today in a culturally and religious-diverse society.

The Archdiocese of Melbourne promotes 'Recontextualisation' as an ideal stance for Catholic Schools to work towards.

## Student Survey

*Melbourne Scale*

## Staff Survey

*Melbourne Scale*

Students identified St. Mary's as a Values Education school and rated this highest as their Ideal School. Recontextualisation was also rated highly by students and was recognised as a feature of St. Mary's School. Students rejected Secularisation as a model of an ideal school. Similarly, staff also rejected Institutional Secularisation. Staff rated Recontextualisation highly as an ideal school and as important at St. Mary's School.

*The Victorian Scale*

Part Two of the survey, the 'Victorian Scale', also consisted of questions to ascertain how staff and students would classify St. Mary's, based on four school 'types', as well as what their "ideal" school would look like, based on these types of schools:

Monologue School: A school that is for Catholics only, that rejects an openness to other religions and holds little solidarity with the contemporary world outside the school.

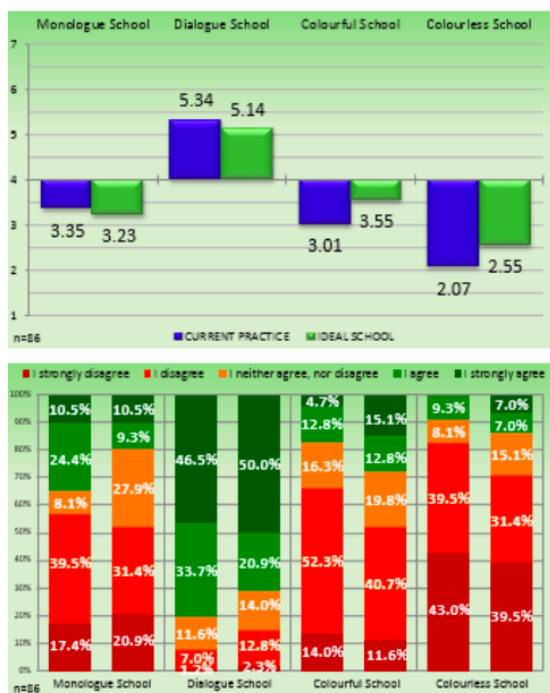
- Colourless School: A school that is secular and holds no sense of obligation or engagement with other faiths
- Colourful School: A school that is secularised, with authentic desire and interest in others in school community, with little interest in the Catholic heritage of the school and where a preference for Christianity is rejected in favour of personal freedoms
- Dialogue School: A school that engages with the culture of the local community and considers other voices and perspective, whilst still giving preference to the Christian story and message in the search to find out what it means to be Christian today.

The Archdiocese of Melbourne promotes the 'Dialogue School' as an ideal stance for Catholic Schools to work towards.

Students and staff both identified St. Mary's as a Dialogue School and rated this highest as their Ideal School. Monologue, colourless and colourful school stances were rejected by both students and staff.

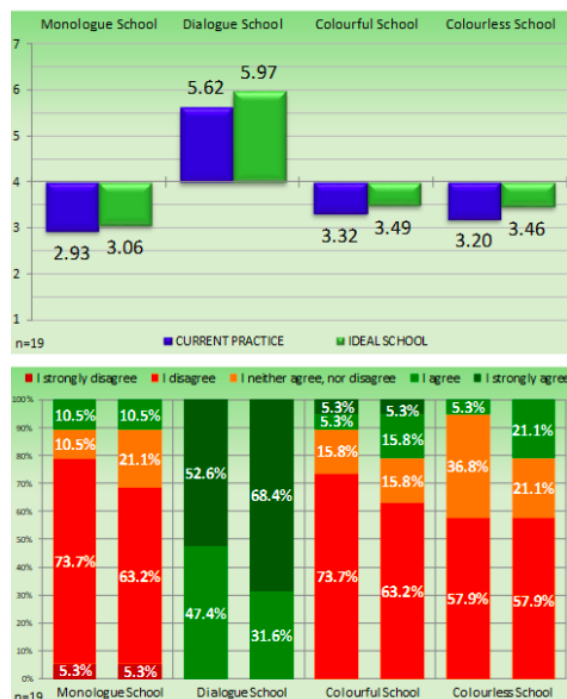
## Student Survey

## Victoria Scale



## Staff Survey

## Victoria Scale



Current attitudes of staff and students towards Catholic Education are positive and in line with the preferred stances of the Archdiocese of Melbourne. Most staff and students recognise our school as a Dialogue School and see the importance of Recontextualisation.

## Value Added

In 2018, the school implemented strategies to empower students to make authentic links between Catholic Social Teaching and their own life experiences.

- Teachers professional learning on recontextualising scripture
- Implementation of strategies to support students to reason and respond to scripture, through the lense of Catholic Social Teaching.
- Religious Education Leader supported staff in team planning
- Catholic Social Teaching linked to student leadership wellbeing and community actions, including Mini Vinnies, Project Compassion and Winter Appeal
- Students leading whole school masses
- Student-led meditation and prayer
- Whole school masses and celebrations, e.g. Beginning School Year; Mother's Day; Father's Day, Ash Wednesday; year Six Graduation, Holy Week Liturgy; Advent Liturgies
- Parish-Based Sacramental Programs: Reconciliation, Eucharist and Confirmation

## Learning & Teaching

### Goals & Intended Outcomes

#### Goal:

- To embed effective learning pedagogies with a focus on developing a challenging, stimulating learning environment

#### Intended Outcomes:

- That student outcomes in Writing and Numeracy will improve
- That students will be more responsible for and engaged in their learning

### Achievements

In 2018, the school's focus has been on developing and 'expert teaching team', through the use of visible learning and visible thinking strategies and the use of evidence to inform teaching and learning.

This occurred through the following strategic actions:

- Teachers working collaboratively in Professional Learning Teams to backward plan of units of work.
- The development of a cyclical planning cycle based on pre- and post-testing
- Development of teacher knowledge of capabilities in the Victorian Curriculum
- Applying SOLO Taxonomy as a visible thinking tool in units of work
- Opportunities for project-based learning and student voice through Inquiry Expos
- Developing teacher capacity in developing rich and authentic assessment opportunities
- Development of rich Learning Intentions and Success Criteria as part of the teaching and learning cycle
- Use data to monitor student progress and identify learning growth through ongoing monitoring and tracking processes, including the introduction of the SPA (Student Performance Analyser) Tracker software.
- Consistent, regular and comprehensive analysis of student achievement data in Professional Learning Teams
- Use of data to identify students for further intervention.
- Professional Learning in the teaching & learning of Vocabulary & Spelling through 'VCOP' 'Phonics in Context'
- Professional knowledge in Learning Foundations in Number strategies built through Professional Learning Team 'Learning Sprints'.

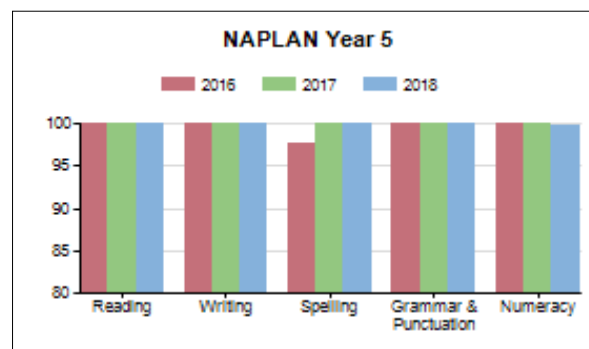
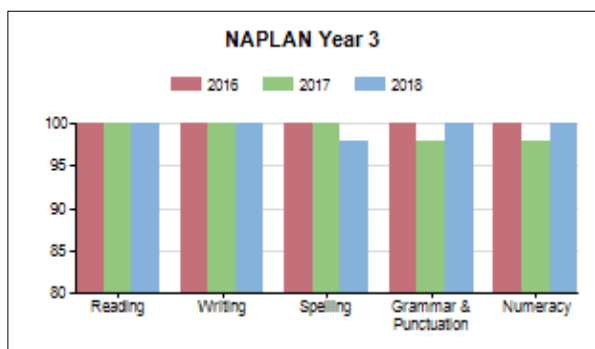
## Student Learning Outcomes

### NAPLAN

In May 2018, students in Year Three and Five completed assessments in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy as part of the National Assessment Program Literacy and Numeracy (NAPLAN).

100% of Year Three students at St. Mary's met the minimum standards in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. 100% of Year Five students met the minimum standards in Reading, Writing, Grammar and Punctuation, and Numeracy. 97.8% of Year Five students met the minimum standard in Spelling.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	98.0	-2.0	100.0	2.0
YR 03 Numeracy	100.0	98.0	-2.0	100.0	2.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	97.9	-2.1
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	97.6	100.0	2.4	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0





Our school continues to perform above the state mean across all five areas of NAPLAN. In 2018 our school's performance in Reading was particularly strong for both Years Three and Five, achieving well above the state mean. Spelling continues to be an area of focus for improvement, with our Year Three students performing slightly higher than the state. There was an improvement in our mean score for Year Five Spelling, compared to our 2017 results.

SCHOOL MEAN AND STATE MEAN SCORES - YEAR THREE					
	Reading	Writing	Spelling	G & P	Numeracy
2016 School Mean	488	468	476	472	457
2016 State Mean	438	438	428	448	415
2017 School Mean	475	441	449	480	439
2017 State Mean	446	428	423	450	421
2018 School Mean	493	437	430	459	444
2018 State Mean	448	422	426	441	419

SCHOOL MEAN AND STATE MEAN SCORES – YEAR FIVE					
	Reading	Writing	Spelling	G & P	Numeracy
2016 School Mean	546	510	507	513	527
2016 State Mean	511	491	499	510	504
2017 School Mean	548	518	527	524	524
2017 State Mean	516	486	504	506	503
2018 School Mean	576	507	535	545	531
2018 State Mean	521	479	508	512	504

### Early Years Literacy (Prep – Year 2)

The following data is drawn from end of year assessments of student's reading of unsighted texts that are levelled according to reading difficulty. The data outlines the percentage of students who have reached these levels, compared to Victorian 'Like Schools' (schools with a similar SES [socio-economic status] score. Our Prep to Year Two students continue to perform above Like Schools.

The benchmark (shaded green) set for all students in all Victorian schools are as follows:

- *Prep - Level 5*
- *Grade 1 - Level 20*
- *Grade 2 - Level 28*

St. Mary's sets its own targets for text levels, above the Victorian benchmark.

**Text Levels - Percentage of students at Text Level Benchmark 2016-2017**

Prep	1+	5+	15+	20+	26+	28+
<b>Our School 2016</b>	100	100	84	64	42	34
Like Schools 2016	97	83	34	24	12	9
<b>Our School 2017</b>	100	100	61	48	35	26
Like Schools 2017	96	82	31	21	11	8
<b>Our School 2018</b>	98	95	54	37	15	15
Like Schools 2018	96	81	30	21	10	7

Year 1	1+	5+	15+	20+	26+	28+
<b>Our School 2016</b>	100.00	100.00	95.74	93.62	85.11	68.09
Like Schools 2016	99.59	98.25	87.16	75.24	53.76	42.99
<b>Our School 2017</b>	100.00	100.00	100.00	94.00	68.00	62.00
Like Schools 2017	99.55	98.17	85.75	72.98	51.26	41.83
<b>Our School 2018</b>	100	100	96	85	68	63
Like Schools 2018	99	97	83	69	47	38

Year 2	1+	5+	15+	20+	26+	28+
<b>Our School 2016</b>	100.00	100.00	100.00	97.96	97.96	95.92
Like Schools 2016	99.84	99.51	97.05	94.29	84.92	77.35
<b>Our School 2017</b>	100.00	100.00	100.00	100.00	95.92	95.92
Like Schools 2017	99.37	99.00	96.25	93.30	82.88	75.14
<b>Our School 2018</b>	100	100	100	100	100	100
All Schools 2018	99	99	96	92	79	70

### School Improvement Surveys

All staff, parents and Year Three-Six students had the opportunity to participate in the annual School Improvement Survey in September 2018.

The School Improvement Survey results are presented as Actual Scores. Actual Scores are based on the numeric average of all respondents' ratings to the survey. The Actual Scores provide information about the school's performance in 2018, as well as the previous two years. The school's performance on each indicator is displayed as a score that can vary between 0 and 100, where 0 reflects the lowest level of performance and 100 reflects the highest level of performance.

The following elements were identified as strengths in the staff surveys:

- The extent to which there is effective communication among staff in the planning of the curriculum.
- The extent to which staff believe that the school is focused on quality teaching and creates a learning environment that maximises outcomes for students.
- The extent to which staff feel that they can put effective learning and teaching practices into use.

The following elements were identified as strengths in the student surveys:

- The extent to which teachers deliver their teaching in planned and effective ways.
- The extent to which students feel they belong and enjoy attending school.
- The extent to which students are motivated to learn and want to do well.

The following elements were identified as strengths in the parent surveys:

- The extent to which teachers make learning interesting, enjoyable and inspiring.
- The extent to which students are motivated to achieve and learn. The extent to which parents see their children enjoying and wanting to be a part of the learning at school.

**School Improvement Surveys (Actual Scores)**

Staff Survey	2016 Actual Score (/100)	2017 Actual Score (/100)	2018 Actual Score (/100)
Curriculum Processes	82	86	86
Student Motivation	83	81	82
Teacher Confidence	92	93	92
Engaging Practice	82	86	84
Quality Teaching	88	88	87
Parent Partnerships	86	86	84

Student Survey	2016 Actual Score (out of 100)	2017 Actual Score (out of 100)	2018 Actual Score (/100)
Purposeful Teaching	79	79	83
Stimulating Learning	72	69	77
Learning Confidence	77	78	79
Student Motivation	86	86	86
Connectedness to School	77	80	80
Purposeful Teaching	79	79	83

Parent Survey	2016 Actual Score (out of 100)	2017 Actual Score (out of 100)	2018 Actual Score (/100)
Learning Focus	73	73	75
Stimulating Learning	79	78	84
Student Motivation	82	81	83
Connectedness to school	82	825	85

## Student Wellbeing

### Goals & Intended Outcomes

#### Goal:

To strengthen student/teacher and teacher/student relationships and student connectedness to school.

#### Intended Outcomes:

1. That social emotional learning skills are strengthened
2. That students will be more responsible for and engaged in their learning.

### Achievements

All Year Three-Six students had the opportunity to participate in the annual School Improvement Survey in September 2018.

The School Improvement Survey results are presented as Actual Scores. Actual Scores are based on the numeric average of all respondents' ratings to the survey. The Actual Scores provide information about the school's performance in 2018, as well as the previous two years. The school's performance on each indicator is displayed as a score that can vary between 0 and 100, where 0 reflects the lowest level of performance and 100 reflects the highest level of performance.

The following elements were identified as strengths in the student surveys:

- The extent to which students feel they belong and enjoy attending school.
- The extent to which students feel socially connected and get along with their peers.
- The extent to which teachers listen and understand student needs, and assist with student learning.
- The extent to which students are motivated to achieve and learn.
- The extent to which students feel they have experienced bullying or harassment (reversed score)

**Student Experience Surveys – Years 3 - 6**

Indicator	2016 Actual Scores (/100)	2017 Actual Scores (/100)	2018 Actual Scores (/100)
Student Morale	74	77	75
Connectedness to School	78	80	80
Teacher Empathy	81	81	86
Stimulating Learning	72	71	78
Learning Confidence	77	78	79
Student Motivation	86	87	86
Connectedness to Peers	83	84	84
Student Safety	84	83	83



## Value Added

In 2018, the school's focus has been on developing a whole-school approach to the teaching and learning of SEL, through the following strategic actions:

- Participation in the 'Respectful Relationship & Resilience' curriculum project
- Implementation of the 'Respectful Relationship & Resilience' curriculum through weekly SEL lessons
- Whole-School Wellbeing Week and Wellbeing Days (Say Yes to Kindness and Winter Wellbeing days)
- Student Wellbeing Leader modelling and team-teaching social emotional learning strategies through SEL lessons and Circle Time
- Development of a SEL Scope and Sequence
- SEL lessons timetabled weekly and mindfulness practices implemented daily
- Weekly opportunities in SEL lessons for development of SEL skills and student voice restorative circles, SEL circles and problem-solving circles
- Character Strengths, mindfulness strategies, brain breaks and self-regulation strategies implemented in classrooms
- Parent seminar on resilience: 'Five Secrets to building confidence and resilience'
- Weekly newsletter including wellbeing section to share strategies and practices with parents
- Peaceful Parents and Peaceful Kids programs to support students and parents in developing strategies to manage child anxiety using positive psychology strategies
- Restorative Chats at point of need on playground and in classroom, with support of Student Wellbeing Leader
- Learning Support Officers on playground during lunch and recess to monitor and assist students in the yard requiring social support
- Embedding of consistent practice in Restorative Practice, Behaviour Management processes and Positive Behaviour Support Plans.

## Student Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.0
Y02	92.1
Y03	92.5
Y04	93.7
Y05	93.6
Y06	91.7
Overall average attendance	92.6

Student non-attendance is managed through the electronic student attendance roll. Parents are required to phone or email the school office in the morning to report a child's absence, otherwise parents are contacted by the school. Students leaving early or arriving late are signed in and/or out by their parent or guardian and the data is entered into the roll. Students with high levels of unexplained absence are followed up with parents by the Principal/Deputy Principal. The days absent are included on the child's report.

## Child Safe Standards

### Goals and Intended Outcomes

St. Mary's continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St. Mary's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2018, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

### Achievements

#### The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.

Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.

#### Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with and are required to read and sign the school's Child Safety Code of Conduct.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

#### The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in the Respectful Relationships curriculum played a fundamental role in achieving this outcome. This culminated in the development of a 'Child Friendly Code of Conduct' developed and reviewed by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

#### Consultation with the community

- St. Mary's continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

#### Human Resource Practices

- St. Mary's continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.

- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
  - Position advertisements
  - Position descriptions
  - Referee Checks
  - Key Performance Indicators have a Child Safety focus
  - Victorian Institute of Teaching Registration (VIT)
  - Working with Children Checks & National Criminal Record Checks
  - Screening of Casual Relief Teachers, Contractors and Volunteers.

St. Mary's remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

## Leadership & Management

### Goals & Intended Outcomes

**Goal:** That school climate particularly in relation to role clarity, staff empowerment, and leadership support, will improve.

**Intended Outcome:** To develop a vibrant, empowering, professional learning culture which reflects a strong Performance and Development understanding and employs effective feedback strategies

### Achievements

- Develop processes for collaborative learning and planning through weekly staff meetings, Professional Learning Team (PLT) meetings and level planning
- Provide opportunities for peer collaboration and feedback through 'Learning Sprints'
- Develop clear structures for professional learning staff meetings and student data-focused PLT meetings
- Learning Sprints as part of regular PLT & planning cycle
- Protocols developed through LT meetings and implemented through planning & PL
- Masterplan developed

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### DESCRIPTION OF PL UNDERTAKEN IN 2018

- VCOP
- Learning Support Officer Symposium
- Learning Diversity Symposium
- National Consistent Collection of Data (NCCD)
- Finance Cluster Network
- Administrative Officer's Summer Forum and Conference
- Deep Learning Animated Learners Research Project
- Intercultural Capability Through Storytelling
- Middle Leader's Summit
- Deep Dive into the Digital Technologies Curriculum
- Phonics in Context: Successful and Animated Readers
- Learning Framework in Number Foundation and Year One
- CEM Southern Regional Networks: Digital Education; Middle Leader's; Deputy Principal; Learning and Teaching; Graduate; Diversity; Specialists
- Effective Teaching and Learning in Literacy and Mathematics – Graduate Teachers
- Differentiation in the Mathematics Classroom
- Leading Wellbeing for Learning Growth
- Exploring Identity and Growth
- Peaceful Parents Facilitator Training

##### NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

32

##### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$22,975

## Teacher Satisfaction

All staff had the opportunity to participate in the annual School Improvement Survey in September 2018.

The School Improvement Survey results are presented as Actual Scores. Actual Scores are based on the numeric average of all respondents' ratings to the survey. The Actual Scores provide information about the school's performance in 2018, as well as the previous two years. The school's performance on each indicator is displayed as a score that can vary between 0 and 100, where 0 reflects the lowest level of performance and 100 reflects the highest level of performance.

The following elements were identified as strengths in the staff survey:

- The extent to which there is a positive emotional tone in the school
- The extent to which the school's leaders are approachable, can be relied upon, understand the problems facing staff, and communicate well with staff.
- The extent to which staff have opportunities to work together collegially and support one another.
- Ownership: The extent to which staff goals and approach to work are aligned with the goals and approach of the school.
- Professional Growth: The extent to which employees have opportunities to learn and develop in their roles.

Indicator	2016 Actual Scores (/100)	2017 Actual Scores (/100)	2018 Actual Scores (/100)
School Morale	91	92	86
Supportive Leadership	90	90	86
Role Clarity	85	84	78
Teamwork	89	89	86
Empowerment	86	80	76
Ownership	89	88	85
Appraisal & Recognition	79	76	72
Professional Growth	84	84	80

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.8%
Graduate	4.2%
Graduate Certificate	4.2%
Bachelor Degree	70.8%
Advanced Diploma	20.8%
No Qualifications Listed	4.2%



**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	88.8%
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**STAFF RETENTION RATE**

Staff Retention Rate	80.8%
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**STAFF COMPOSITION**

Principal Class (Headcount)	2
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	23.7
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	6.7
Indigenous Teaching Staff (Headcount)	0

## School Community

### Goals & Intended Outcomes

- **Goal:** That student learning is enhanced by stronger parent and community connections.
- **Intended Outcome:** To strengthen parent and community links in support of authentic student learning.

### Achievements

- School Production: The Lion King Jnr
- Say Yes to Kindness and No to Bullying Day
- St. Mary's Feast Day and Walkathon
- Science Week Expo
- Year Six sustainability project
- Mini Vinnies
- St. Vincent De Paul Winter Appeal
- Introduction Module Resource Smart School
- Waste Warriors established Prep-Six
- SRC recycling education classes
- Intergenerational program – Nursing Home (Year Six), Kindergartens (Year Fives), Playgroup (Year Three)
- Year Fours garden project
- Student leadership protocols developed including weekly SRC class meetings
- Resilience parent night
- Parent community conversations

### Parent Satisfaction

#### School Improvement Surveys

All parents had the opportunity to participate in the annual School Improvement Survey in September 2018.

The School Improvement Survey results are presented as Actual Scores. Actual Scores are based on the numeric average of all respondents' ratings to the survey. The Actual Scores provide information about the school's performance in 2018, as well as the previous two years. The school's performance on each indicator is displayed as a score that can vary between 0 and 100, where 0 reflects the lowest level of performance and 100 reflects the highest level of performance.

The extent to which the school is receptive of, and understands, the views and concerns of parents was identified as strengths in the parent survey.

There was considerable improvement in the other elements of the survey related to school community, which achieved scores of 78/100:

- The extent to which parents feel that they are engaged in collaborating with staff to achieve student outcomes.
- The extent to which parents have an opportunity and are encouraged to contribute to school planning.
- The extent to which parents believe the school has a focus on improving its performance.

## School Improvement Surveys – Parent Opinion Surveys

Indicator	2016 Actual Scores (out of 100)	2017 Actual Scores (out of 100)	2018 Actual Scores (out of 100)
Parent Partnerships	70	71	78
Approachability	75	74	82
Parent Input	63	67	78
School Improvement	71	72	78

## Future Directions

In 2019, the fourth and final year of our School Improvement Plan, the school has identified the following Key Strategic Actions, with 'Clarity' as a key improvement driver across all five spheres:

### Education in Faith

- Use 'Pedagogy of Encounter' as a tool in the planning of Faith Inquiry units across all year levels, to support dialogue and recontextualization of scripture,
- Increase familiarity with Catholic Social Teaching to understand the 'Catholic Stance' through Pedagogy of Encounter
- Termly liturgy reflections occurring for Prep, Year One/Twos, Three/Fours and Five/Sixes, linking Catholic Social Teaching to recontextualised scripture

### Learning and Teaching

- Build teacher knowledge around the 'Scope of Learning' and 'Progressions of Learning' in the Victorian Curriculum
- Building knowledge and capacity in utilising High Impact Teaching Strategies (HITS)

### Student Wellbeing

- Embed consistent Behaviour Management and intervention processes across the school
- Embed Student Safety into the Social Emotional Learning curriculum

### School Community

- Implement structured Year Six Leadership and Student Representative Council projects
- Provide opportunities for parent engagement at school, home and online
- Embed clear roles and structures for Student Leadership

### Leadership and Management

- Implement and document consistent team structures and protocols
- Provide structured opportunities for feedback

## Financial Performance

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