This report relates to the achievements of our school for 2015

St Mary’s Catholic Primary School
58 Clegg Rd
Mt Evelyn
Registered School No. 1804

Our School Vision

Love Above All
In our faith
In our words
In our actions
In our striving
In our sharing
In our hoping

“Love never gives up, never loses faith, is always hopeful and endures” 1 Corinthians 13: 7-8

Principal: Mrs Lynne O’Meara
Administrator: Fr. Paul Newton
Telephone: 9736 2219
Fax: 9736 1443
Email: principal@smmountevelyn.catholic.edu.au
Website: www.smmountevelyn.catholic.edu.au

I, Lynne O’Meara 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.

Australian Government accountability requirements related to the 2015 school year under the Schools Assistance Act 2013 (Cth) and the Schools Assistance Regulations 2013 (Cth)
St. Mary’s Primary School, which opened in 1980, is situated in the Yarra Valley and has an enrolment of approximately 326 students who come from culturally and socio-economically diverse backgrounds. Families come from the townships surrounding Mt Evelyn. Many of the children are bussed in from the outlying areas, free of charge, on the Invicta and Martyrs buses.

St. Mary’s is situated in seventeen acres of bushland, incorporating extensive play areas that include an oval, courts, a fitness track, bush chapel, three separate areas of play equipment, including a separate playground for Prep students, and a quiet play area that is equipped with table tennis tables and sets of giant chess and draughts. All areas of our school have been refurbished, providing functional spaces to enhance learning. We have a well-stocked library and specialist teachers in Library, Performing Arts, Wellbeing, Italian and PE. The property is partly landscaped, focussing widely on native trees and plants. The grounds provide an opportunity to be used by staff, children and families for both recreational and educational purposes. In 2015 we applied for a grant to install an all-weather surface on the oval and we are still awaiting the outcome of this application. We have 14 classes; 2 Preps, 4 one-two classes, 4 three-four classes and 4 five-six classes. We try to ensure that, after Prep, the children remain with the same teacher over the two year period. We believe that this promotes a more stable environment, minimises the loss of learning time and ensures the continuity of learning for our students so that they may achieve their potential.

The school is supported by the Parish, School Education Advisory Board, Parents and Friends Association and a very positive parent body. Parents are welcome to participate in various curriculum and extracurricular activities, e.g. Literacy program, The Arts, Religious Education, as well as excursions and sporting programs.

We have a staff of 38, comprising of 24 teachers and 14 learning support officers and administration staff. With the assistance of our learning support officers, we work hard to address the learning needs of all children. As well as endeavouring to cater for more able students in the classroom, an extension program for Literacy and Mathematics is run several times a week to enable like-minded children to work together to further stimulate and challenge each other. When children are experiencing difficulties, we believe it is important to intervene early and find that short, daily programs seem to have the most impact on a student’s learning. We work closely with parents and value their input in Program Support Group meetings and, if it seems that our intervention is not having the impact we had aimed for, children are further assessed and referred to CEO Student Services or other specialists. As well as the interventions that take place in the classrooms, with the assistance of the Learning Support Officers, we also run Reading Recovery, PERI and ERIK for Literacy, and have a Number Intervention Teacher who works across the school 4 days per week. These teachers also work closely with classroom teachers and LSOs, and have run PD sessions for staff.

Co-operative planning, teaching and decision-making procedures are well developed. Teachers of each level plan and work together regularly and provide opportunities for interaction amongst all students. We have a very successful buddy system operating in the school.

The Parish Priest, Principal, Staff and families see St. Mary’s as a community of people sharing a common belief in our motto, “Love Above All”. As members of a Catholic Parish school, we strive to be models of the Gospel values of love, understanding, respect and service.

In 2012, St Mary’s underwent an external review that involved surveying the parents, students and staff in our community. This data and a range of performance data and documents was then the basis for the external review process. The process provided opportunities for the panel to reflect on the school effectiveness and issues in each of the five spheres of Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and Community, and to establish goals for each of these areas. From this review process a School Improvement Plan was established, with an Annual Action Plan for continued improvement for each year until our subsequent external review. It also provides for a way of ongoing reflection to ensure that we are on track for our plan of continued improvement. The plan has been implemented in 2013, and a new plan will be established in 2016 following our next external review.

The school received an excellent report, with the Executive Summary opening with the statement,

*St Mary’s school Mt Evelyn has worked actively since the 2008 external review to address the intentions for this period, which has been characterised by exemplary practices in student wellbeing and the focus on continuous improvement in all spheres. The climate is one of commitment to the Catholic school vision with a strong focus on students.*

We look forward to our review in 2016 and our plan for continued improvement to ensure ongoing and better outcomes for our students.
EDUCATION in FAITH

Goals and Intended Outcomes
To strengthen our understanding of Catholic faith lived out in a contemporary world
- That the school will act out of their faith, being an example of Catholic teachings and traditions
- That importance for parents will improve

Achievements
Some activities related to the Catholicity of our school which ‘add value’ to the achievement and spiritual development of our students are:

- Connecting our social justice actions with the gospel values and striving to live the way Jesus wants us to live
- Professional learning in Education in Faith: in the area of personal faith development, Michael Yore, *Experience the Person of Jesus* and for curriculum development, Dr Gerard O’Shea, who focused on children’s developmental stages
- A significant rise in all results of Catholic culture questions from the student survey.
- Professional discussion and development of staff in Contemporary Learning in RE, planning inquiry units of work and Social Justice: putting RE knowledge into action.
- Family information and sharing sessions, e.g., First Communion Family Night, Sacramental Evening, etc.
- Opportunities for the community to celebrate their faith including whole school Masses, class Masses, family Masses, special community Masses, Alleluia Day, Feast Days, Andrew Chin concert on our Feast Day, prayer times, reconciliation, assemblies, reflective presentations and sacramental programs and family evenings
- Staff prayer and reflection
- Purchase of icons and resources
- Attendance at RE networks and professional development sessions
- All classroom teachers are accredited or working towards accreditation to teach RE
- Social Justice in action – fundraising for the Caritas, Catholic Mission, Project Compassion, milk and grocery collection for St Vincent de Paul (local needy families), and Assist-a-student, an initiative to sponsor children and pay for their education.
- Mini Vinnies program – fifteen children were commissioned into Mini Vinnies at a special ceremony
LEARNING AND TEACHING

Goals and Intended Outcomes
To improve student engagement and outcomes
- That student learning will demonstrate sustained improvement in literacy and numeracy
- That student engagement will increase

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.8%</td>
<td>94.9%</td>
<td>97.6%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.7%</td>
<td>100%</td>
<td>97.7%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.7%</td>
<td>89.7%</td>
<td>90.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.7%</td>
<td>97.4%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Change in Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>2.1%</td>
<td>-2.9%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Writing</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Spelling</td>
<td>-0.2%</td>
<td>4.3%</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>-2.3%</td>
<td>-6.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0.1%</td>
<td>1.7%</td>
<td>-4.4%</td>
</tr>
</tbody>
</table>
Student learning outcomes 2015

Children at St Mary’s are enthusiastic about their learning. The staff takes time to plan a curriculum that is responsive to the needs of our students. As a result of our NAPLAN data and school specific assessment data analysis, we have implemented a number of programs and strategies to improve learning outcomes. The employment of educational support officers to assist with the implementation of programs and strategies to address individual learning needs has greatly enhanced the success of our programs.

Our student survey demonstrated a significant increase in student engagement in learning with some agreement also demonstrated in the parent survey. We continue to strive to ensure that every child reaches his/her potential. Results from NAPLAN testing in 2015 showed that, in the Writing domain, 100% of students in Years 3 reached at or above the minimum National Standard for Writing, while in excess of 97% reached it in Reading and Spelling, 93% for Numeracy and almost 91% for Grammar and Punctuation. Year 5 NAPLAN results saw 100% of students at or above the minimum National Standard for Writing, Spelling and Numeracy, while 98% reached it for Reading and almost 93% for grammar and Punctuation. The three year data demonstrates generally an inconsistency of trend in the proportion of students meeting the national standards, except for Year 3 Writing on a trend of 100% and Year 5 Numeracy also on a trend of 100%.

Some activities related to the additional curricular and extra-curricular activities which our school offers which ‘add value’ to the achievement of our students are:

- Learning about the practice of the Catholic Faith
- Supporting and practising Christian values
- Sacramental Program
- Discipline through pastoral care and the development of self esteem
- Personalised Learning Needs – Remedial and Extension
- Close monitoring of the needs of the individual.
- One to one and small group assistance at every level to target specific learning needs
- Performing Arts Program
- Physical Education Program
- Visual Arts program which is showcased at our annual Art Show
- Participation in Inter-school sporting activities
- Explicit learning intentions and the use of rubrics to inform students and give feedback
- Dedicated Literacy and Maths blocks for uninterrupted learning
- A consistent and developmental approach to reading comprehension
- ‘Parent Helper Education Program’ annually.
- Student Wellbeing/Self Esteem program.
- Leadership opportunities for senior students, e.g. Buddy Program, Leadership course, Student Action Team.
- Italian Language.
- Whole school “Focus on Curriculum” events.
- Information Technology to enhance student learning
- Private keyboard tuition.
- Camp for Year 6
- Prep orientation program
- Bike Ed for Year 5.
- Enrichment Program.
- Buddy System
- Involvement of parents and the wider community.
- Following up and following through situations or issues.
- Explicit encouragement to “keep children as children”
- Extension Program and Thinkers’ Workshop
- Responsible Pet Ownership
- Reading Recovery, PERI, ERIK and GREAD programs
- Number Intervention Program
- Ongoing professional development of staff which is reflective of the needs of our students and relevant to our School Improvement Plan and Annual Action Plans.

At St. Mary’s we have high expectations, believing that all members of our community can reach their full potential. Parents are encouraged to share in the partnership of education of the children and are welcome to be involved in school events and programs. Teachers, parents, visitors and replacement teachers remark on the happy and industrious atmosphere that pervades the school.
STUDENT WELLBEING

Goals and Intended Outcomes
To develop and strengthen an affirming sense of self, leading to positive social connections.

- That students will experience more positive relationships

Achievements
Some activities related to the additional curricular and extra-curricular activities which our school offers which ‘add value’ to the wellbeing of our students are:

- Consistent assertive discipline through a pastoral care approach and the development of self esteem
- An explicit effort to “keep children as children”
- Student Wellbeing/Self Esteem program which focuses on specific skills of resilience, problem solving and social behaviours. Explicit social and emotional learning.
- Focus on Building Values across the Whole School, self-esteem, justice, community and democracy.
- Personalised Learning Programs which include Remedial and Extension
- Close monitoring of the academic, physical, social and emotional needs of the individual.
- One to one and small group assistance at every level to target specific learning, social and emotional needs
- Reading Recovery, PERI program and ERIK Program
- Number Intervention Program
- Performing Arts Program
- Physical Education Program
- Participation in Inter-school sporting activities
- Dedicated Literacy and Maths blocks for uninterrupted learning
- “Parent Helper” Education Program.
- Senior Leadership Program and leadership opportunities for senior students.
- Buddy program.
- Student Action Team
- Private keyboard tuition.
- Camp for Year 6
- Environmental programs
- Prep orientation program
- Bike Ed for Year 5.
- Enrichment Program.
- Involvement of parents and the wider community.
- Following up and following through situations or issues.
- School production and Junior Performing Arts Showcase
- Daily Fitness Program
- Art Show
- Weekly assemblies that recognise the talents and achievements of students and celebrate birthdays, positive behaviour, etc.
- Social Justice projects
- Psychologist working on site, offering bulk billed professional consultations
- Pastoral Care Worker
- Wilson McCaskill games/program
- Whole School Meditation Program
- Pastoral Care Worker
- On-site psychologist

Student survey results for 2015 showed that students have a very positive approach to school, scoring in the top 25% of Australian schools for their classroom behaviour, and highly for their relationships with peers and teachers, enjoyment of school, their motivation and ability as a student and feeling safe at school and the effective teaching practices.

Average Student attendance rate by Year level: Yr 1 – 94.09%, Yr 2 – 93.33%, Yr 3 – 92.4%, Yr 4 – 91.78%, Yr 5 – 93.92%, Yr 6 – 94.34%. The overall attendance rate of students was 93.31%. Student non-attendance is included in reports and followed up with parents or guardians. The importance of regular attendance is also stressed at Information sessions and displays in the school.
This report relates to the achievements of our school for 2015

LEADERSHIP and MANAGEMENT

Goals and Intended Outcomes
To strengthen and sustain an effective and professional staff culture
That staff will be empowered to take responsibility for school improvement

Staff attendance
The average attendance rate per staff member 91.3%
(Please note that this represents the average attendance for staff members through the year. Staff who would have been on leave for any reason, including Long Service Leave, are included in this figure.)

Staff retention
The proportion of teaching staff retained in a program year from the previous year is 86.96%.

Teacher Qualifications
Education is constantly changing. Our staff at St Mary’s demonstrate a high level of skill and a commitment to lifelong learning. Our weekly staff meetings, level meetings and professional learning team meetings all include an aspect of professional learning. 33 staff have attended whole staff development days centred around: School Improvement, the use of data to improve learning outcomes, Personalised Learning with a focus on explicit learning intentions, success criteria and feedback, Literacy, emergency management training, ICT for learning, Meditation, Mathematics, History, Contemporary Learning in Religious Education, faith development, First Aid, Level 2 and Epipen training. Individual and small groups of staff have attended a variety of professional development sessions as well as network and regional meetings for Contemporary Learning, Personalised Learning, Literacy, Maths, Student Wellbeing, Library and Literacy, Italian, Religious Education, Leadership, Finance, I.T, eSmart, ERIK, Science, Data Collection, Reporting Systems, History, Asian Studies and Emergency Management. Our staff composition is Principal class - 3, Teaching staff – 29, full-time equivalent teaching staff – 22.3, Non-teaching staff – 17 and full-time equivalent non-teaching staff – 7.49.

9.52% of our staff have a Masters degree, 38.1% have a Graduate degree, 4.76% have a Certificate Graduate, 66.67% have a Bachelor degree and 52.38% have an Advanced Diploma in specific and more specialised fields.

Expenditure on Professional Learning for 2015 was averaged at $2878 per staff member.

The Staff Climate Survey for 2015 demonstrates that our staff climate is very positive, scoring in the top 25% of the state for:

- Their positive atmosphere of the school
- The positive behaviour of the students in the classroom and their approach to learning and to the school in general
- The consistency of approach to discipline throughout the school
Goals and Intended Outcomes
To develop partnerships in the community that will lead to school improvement.
- That parent school partnerships will increase

Achievements
Some activities related to the additional curricular and extra-curricular activities that our school offers which ‘add value’ to the well being of our community are:

- A very active and hardworking Parents and Friends Group
- Education Board
- Working Bees
- Social activities, e.g. Art Show, Trivia Night, Grandparents Morning, etc.
- School Sports, including Cross Country and 10 Pin Bowling
- Masses
- Sacramental programs
- Parent Classroom helpers
- Parent involvement in interschool sport, excursions, sporting events, cooking, etc
- Uniform shop
- Tuckshop
- Sharing of talent to enhance learning
- Weekly newsletter, online and hard copy versions
- Inclusion of Parent education articles in newsletter
- Class letters and invitations to events
- Student diaries
- Student Expos
- Performances & Assemblies
- Family Week and Feast Day activities
- Fundraising activities
- Wandin Field Day
- Opportunities for parent P.D., e.g. Cybersafety, literacy, sacraments.
- Keyboard tuition
- Morrison House
- Food Bank
- school website and blogs
- Combined Schools Community Choir
- St. Mary’s Basketball team
- Learning about the local community
- National Story Day
- Community projects
- Focus on Youth Project
- Lilydale Show display
- Parent Instrumental Program
- Community Craft Club
- Community Conversations and Learning Walks

Our 2015 Parent Survey indicated that parent satisfaction was very high, placing it in the top 25% of Australian schools in the areas of:

- The belief that the school has a focus on improving its performance
- The extent to which our educational programs and standards address the needs of children
- The extent to which our homework aids their children’s learning and organisational skills
- The extent to which their children were well prepared and supported to the next stage of their schooling

Parents also rated extremely highly their children’s enjoyment and motivation for learning, positive relationships amongst students, the school’s behaviour management practices, their children’s positive development of social practices and the approachability of staff.
ANNUAL REPORT TO THE SCHOOL COMMUNITY
YEAR: 2015

This report relates to the achievements of our school for 2015

FINANCIAL PERFORMANCE

Financial Performance for the year ended 31 December 2015

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH S</th>
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</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td>Tuition</td>
</tr>
<tr>
<td><em>School fees</em></td>
<td>104,975</td>
</tr>
<tr>
<td><em>Other fee income</em></td>
<td>90,192</td>
</tr>
<tr>
<td><em>Private income</em></td>
<td>37,688</td>
</tr>
<tr>
<td><em>State government recurrent grants</em></td>
<td>706,305</td>
</tr>
<tr>
<td><em>Australian government recurrent grants</em></td>
<td>2,455,954</td>
</tr>
<tr>
<td><em>Total recurrent income</em></td>
<td></td>
</tr>
<tr>
<td>Recurrent Expenditure</td>
<td></td>
</tr>
<tr>
<td><em>Tuition</em></td>
<td>2,407,693</td>
</tr>
<tr>
<td><em>Non salary expenses</em></td>
<td>558,575</td>
</tr>
<tr>
<td><em>Total recurrent expenditure</em></td>
<td>2,966,268</td>
</tr>
<tr>
<td>Capital income and expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td><em>Government capital grants</em></td>
<td>-</td>
</tr>
<tr>
<td><em>Capital fees and levies</em></td>
<td>80,599</td>
</tr>
<tr>
<td><em>Other capital income</em></td>
<td>-</td>
</tr>
<tr>
<td><em>Total capital income</em></td>
<td>80,599</td>
</tr>
<tr>
<td><em>Total capital expenditure</em></td>
<td>37,761</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><em>Total opening balance</em></td>
<td>1,256,523</td>
</tr>
<tr>
<td><em>Total closing balance</em></td>
<td>1,138,755</td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.