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
Parish Priest: Fr. Eugene Ashkar
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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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)
School Overview/Report

St. Mary’s Primary School, which opened in 1980, is situated in the Yarra Valley and has an enrolment of approximately 332 students who come from multi-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 and a quiet play area. Our school is refurbished, providing functional spaces to enhance learning. We have a well-stocked library, computers 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. 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 extra curricular activities, e.g. Literacy program, The Arts, Religious Education, as well as excursions and sporting programs.

We have a staff of 34, comprising of 21 teachers and 13 teachers’ aides and administration staff. With the assistance of our teachers’ aides, 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.

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."
ANNUAL REPORT TO THE SCHOOL COMMUNITY
YEAR: 2014

This report relates to the achievements of our school for 2014

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:

- Putting our words into action. We continue to explicitly and implicitly promote an atmosphere where all members of our school community are expected to behave in a way that reflects the Gospel values.
- A significant rise in all results of Catholic culture questions from the student survey.
- Regular provision for faith development of staff and each year one day of professional development is committed to faith development.
- 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, 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 Red Cross, Catholic Mission, Project Compassion, milk and grocery collection for St Vincent de Paul (local needy families), etc.
- Establishment of Mini Vinnies program
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

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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Student learning outcomes 2014

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 2014 showed that, in the Writing domain, 100% of students in Year 3 reached at or above the minimum National Standard for Writing and Spelling, while in excess of 94% reached it in Numeracy and Reading, and almost 90% for Grammar and Punctuation. Year 5 NAPLAN results saw 100% of students at or above the minimum National Standard for Numeracy and Reading, while in excess of 96% reached it for Writing Spelling and 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 Needs Program – 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 Program, Buddy Program, Leadership course, Student Action Team.
- Italian Language.
- Whole school “Focus on Curriculum” events.
- Buddy System.
- Information Technology to enhance student learning
- Private keyboard tuition.
- Camp for Year 6
- 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.
- Explicit encouragement to ‘keep children as children’
- Extension Program and Thinkers’ Workshop
- Responsible Pet Ownership
- Reading Recovery, PERI, ERIK and GREAD programs
- 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 focusses 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 and ERIK Program
- Performing Arts Program
- Physical Education Program
- Participation in Inter-school sporting activities
- Maths & English workshops
- Dedicated Literacy and Maths blocks for uninterrupted learning
- Continuation of the Cars & Stars Program to develop a consistent and developmental approach to reading comprehension.
- “Parent Helper” Education Program for 5 weeks annually.
- Senior Leadership Program (Michael Grose) 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
- Thinkers’ Workshop
- Provisional Psychologists working in the school to provide a free service to support students
- Wilson McCaskill games/program
- Participation in CEOM Wellbeing Drama Festival
- Whole School Meditation Program

Student survey results for 2014 showed that students have a very positive approach to school, scoring in the top 25% of Victorian schools for their classroom behaviour, emotional wellbeing, relationships with teachers and their engagement in learning.

Average Student attendance rate by Year level: Yr 1 – 97.35%, Yr 2 – 97.23%, Yr 3 – 97.25%, Yr 4 – 93.38%, Yr 5 – 95.77%, Yr 6 – 97.11%. The overall attendance rate of students was 96.31%. Student non-attendance is followed up with parents or guardians. The importance of regular attendance is also stressed at our Information Evenings.
This report relates to the achievements of our school for 2014

**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 91.1%
(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 90.48%.

**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, iPads in Education, 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 – 22, full-time equivalent teaching staff – 20.33, Non-teaching staff – 15, full-time equivalent non-teaching staff – 10.139, and indigenous teaching staff – 0.9.09% of our staff have a Masters degree, 40.91% have a Graduate degree, 4.55% have a Certificate Graduate, 63.64% have a Bachelor degree and 54.55% have an Advanced Diploma in specific and more specialised fields.
Expenditure on Professional Learning for 2014 was averaged at $2859 per staff member.

The Staff Climate Survey for 2014 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

There has also been a general very good improvement and growth from 2013 in all areas
SCHOOL COMMUNITY

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

Our 2014 Parent Survey indicated that parent satisfaction was high placing it in the top 25% of Victorian schools in the areas of:
• The belief that the teachers are enthusiastic and passionate about their work
• 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 belief that their children are safe at school
ANNUAL REPORT TO THE SCHOOL COMMUNITY
YEAR: 2014

This report relates to the achievements of our school for 2014

FINANCIAL PERFORMANCE

Financial Performance for the year ended 31 December 2014

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
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<tr>
<td><strong>Recurrent income</strong></td>
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<td>Tuition</td>
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<td>School fees</td>
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<td>Other fee income</td>
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<td>Private income</td>
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<td>State government recurrent grants</td>
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<td>Australian government recurrent grants</td>
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<td>Total recurrent income</td>
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<td><strong>Recurrent Expenditure</strong></td>
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<td>Tuition</td>
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<tr>
<td>Salaries; allowances and related expenses</td>
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<td>Non salary expenses</td>
<td>464,549</td>
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<td>Total recurrent expenditure</td>
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<td><strong>Capital income and expenditure</strong></td>
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<td>Tuition</td>
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<td>Government capital grants</td>
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<td>Capital fees and levies</td>
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<td>Other capital income</td>
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<td>Total capital income</td>
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<td>Total capital expenditure</td>
<td>832,950</td>
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<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<td>Total opening balance</td>
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<tr>
<td>Total closing balance</td>
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**Note that the information provided above does not include the following items:**

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.