Contents

Contact Details .................................................................2
Minimum Standards Attestation .................................................2
Our School Vision ................................................................3
School Overview ......................................................................4-5
Education in Faith ....................................................................6
Learning & Teaching .................................................................7-8
Student Wellbeing .................................................................9-10
Child Safe Standards .............................................................11-12
Leadership & Management .....................................................12-123
School Community .................................................................133-14
VRQA Compliance Data .........................................................155
Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>58-60 Clegg Road Mount Evelyn VIC 3796</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mrs Angela Glennie</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr. Michel Corriveau</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9736 2219</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@smmountevelyn.catholic.edu.au">principal@smmountevelyn.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.smmountevelyn.catholic.edu.au">www.smmountevelyn.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Angela Glennie, attest that St Mary’s 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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017
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
School Overview

St. Mary’s Primary School, which opened in 1980, is situated in the Yarra Valley and has an enrolment of approximately 310 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, a community garden 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. We have 14 classes; 2 x Preps, 4x one-two classes, 4x three-four classes and 4x 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, weekly assembly, liturgies as well as excursions and sporting programs.

We have a staff of 42, comprising of 24 teachers and 18 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. Non school attendance issues are treated

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 and a highly active Student Action Team.

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 reflect upon the example set by those within our community.

In 2016, 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 is currently in its first year of implementation and will remain active until 2020, when we will again be reviewed.

The school received an excellent report, with the Executive Summary opening with the statement:
It is clear that St Mary’s Primary School has sought to foster its Catholic identity and to strengthen the links among the school, families and parish community. The leadership team is united in its focus to grow a supportive and professional learning community, with student outcomes as a core focus. Considerable effort has been put into developing a leadership culture across the staff, building teams and collaborative practices, and developing consistent high expectations.

We are energised by the current school improvement plan and committed to continued improvement to ensure ongoing and better outcomes for our students.
Education in Faith

Goals & Intended Outcomes

- To strengthen our understanding of Catholic faith lived out in a contemporary world
- That the school community will act out of their faith, being an example of Catholic teachings and traditions.

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, Megan Bourke from Caritas presenting the principles of “Catholic Social Teaching, Fr Paul Newton and Living the Faith through Ministry and Faith development through music with Michael Mangan.
- A significant rise in all results of Catholic culture questions from the student survey, with an increase in importance for representatives surveyed from the parent body.
- 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, Michael Mangan 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 – seven children were commissioned into Mini Vinnies at a special ceremony, whilst six students were commended for continuing service as members
Learning & Teaching

Goals & Intended Outcomes

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

Achievements

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, placing us in the top 25% of Australian Primary Schools in this area. We continue to strive to ensure that every child reaches his/her potential. Results from NAPLAN testing in 2016 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 Numeracy, 95% in Spelling and 92% for Reading, Grammar and Punctuation. Year 5 NAPLAN results saw 100% of students at or above the minimum National Standard for Writing and Numeracy, while 97% reached it for Reading and almost 91% for Spelling and almost 90% 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 and Year 5 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
• Responsible Pet Ownership
• Reading Recovery, PERI, ERIK and GREAD programs
• Number Intervention Program
• Professional learning and collegial discussion around Growth Mindset
• 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.

### Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>94.9%</td>
<td>97.6%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>100%</td>
<td>97.7%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>89.7%</td>
<td>90.7%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></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>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>-2.9%</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>4.3%</td>
<td>-2.3%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>-6%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>1.7%</td>
<td>-4.4%</td>
</tr>
</tbody>
</table>
Student Wellbeing

Goals & 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
- 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
- Wellbeing week including eSmart activities.
- Wilson McCaskill games/program
Student survey results for 2016 showed that students have a very positive approach to school, scoring in the top 25% of Australian schools for their classroom behaviour, learning confidence, motivation and very highly for connectedness to peers, morale and relationships with peers and teachers, enjoyment of school and feeling safe at school.

Average Student attendance rate by Year level: Yr 1 – 94.16%, Yr 2 – 94.68%, Yr 3 – 94.19%, Yr 4 – 95.10%, Yr 5 – 94.32%, Yr 6 – 94.06%. The overall attendance rate of students was 94.42%. 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 within the school. If an issue arises around school attendance, then this is handled as with any issue, via consultation with parents including forward planning which will support and facilitate a return to regular school attendance.
Child Safe Standards

Goals and Intended Outcomes

At St Mary's Primary School Mt Evelyn, we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel. The strength of our commitment is lived through our vision statement of: 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

St Mary's endeavours to create and maintain an environment where child safety is paramount and there is zero tolerance of any form of child abuse.

Achievements

All students enrolled at St Mary's Primary School have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not, and will not, tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children within our community including those from culturally and/or linguistically diverse backgrounds, and children with a disability.

Our commitment to our students
(a) We commit to the safety and wellbeing of all children and young people enrolled in our school.
(b) We commit to providing children and young people with positive and nurturing experiences.
(c) We commit to listening to children and young people and empowering them by taking their views seriously, and addressing any concerns that they raise with us.
(d) We commit to taking action to ensure that children and young people are protected from abuse or harm.
(e) We commit to teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.
(f) We commit to seeking input and feedback from students regarding the creation of a safe school environment.

Our commitment to parents and carers
(a) We commit to communicating honestly and openly with parents and carers about the wellbeing and safety of their children.
(b) We commit to engaging with, and listening to, the views of parents and carers about our child-safety practice, policies and procedures.
(c) We commit to transparency in our decision-making with parents and carers where it will not compromise the safety of children or young people.
(d) We commit to acknowledging the cultural diversity of students and families, and being sensitive to how this may impact on student safety issues.
(e) We commit to continuously reviewing and improving our systems to protect children from abuse.

Our commitment to our school staff (school employees, volunteers, contractors and clergy)
(a) We commit to providing all St Mary’s Primary School staff with the necessary support to enable them to fulfil their roles. This will include regular and appropriate learning opportunities.
(b) We commit to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and young people’s protection and wellbeing. This will include annual training in the principles and intent of the Child Safety Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns.
(c) We commit to listening to all concerns voiced by St Mary’s Primary School staff, clergy, volunteers, and contractors about keeping children and young people safe from harm.
(d) We commit to providing opportunities for St Mary’s Primary School employees, volunteers, contractors and clergy to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.

Leadership & Management

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

Achievements

Staff attendance
The average attendance rate per staff member 88.16%
(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 91.30%.

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 - 2, Teaching staff – 22, full-time equivalent teaching staff – 17.1, Non-teaching staff – 12 and full-time equivalent non-teaching staff – 7.79.

10.00% of our staff have a Masters degree, 35.00% have a Graduate degree, 5.00% have a Certificate Graduate, 70.00% have a Bachelor degree and 55.00% have an Advanced Diploma in specific and more specialised fields.

Expenditure on Professional Learning for 2016 was averaged at $2345.00 per staff member.

The Staff Climate Survey for 2016 demonstrates that our staff climate is very positive, scoring in or close to the top 25% of Australian schools for:

- The positive atmosphere of the school and individual morale
- 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
- Supportive leadership practice

School Community

Goals & 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/CIRE
• Food Bank
• school website and blogs
• St. Mary's Basketball team
• Learning about the local community
• National Story Day
• Community projects
• Mt Evelyn Combined Schools Choir
• Focus on Youth Forum Project
• Lilydale Show display
• Community Craft Club
• Community Garden Club
• Christmas Fair
• Community Conversations and Learning Walks

Our 2016 Parent Survey indicated that parent satisfaction was very high, placing it in the top 25% of Australian schools in the areas of:

• Behaviour Management
• 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 commitment and ability to provide focused and stimulating learning as well as their children’s positive development of social practices and the approachability of staff.
VRQA Compliance Data

NOTE:

The School’s financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

Victorian Registration and Qualifications Authority