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2486

Minimum Standards Attestation

I, Angela Glennie, attest that St Mary’s Primary School Mount Evelyn 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

09/05/19  
[Signature]
Our School Vision

Love Above All
In Our Faith, In Our Words, In Our Actions,
In our Diversity, In Our Striving,
In Our Sharing.

This is our Journey. This is our Truth.
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 320 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 on 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 quiet play areas equipped with table tennis tables, games 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 fourteen classes: two x Preps, four x one-two classes, four x three-four classes and four x five-six classes. We try to ensure that, after Prep, the children remain with the same teacher over a two-year period. We believe that this promotes a stable learning environment, minimises the loss of learning time, (at the beginning of each year), 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 encouraged to participate in various curriculum and extracurricular activities, e.g. Literacy program, The Arts, Religious Education, weekly assembly, liturgies, toddler story time, gardening and craft clubs as well as excursions and sporting programs.

We have a staff of 41, comprising of 28 teachers and 13 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 as well as achieve personal learning goals within the classroom. When children are experiencing difficulties, we believe it is important to intervene early and find that short, daily programs have the greatest positive impact on student learning and growth. 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 desired impact, children are further assessed and referred to CEM Learning Diversity or consulting 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 Learning Support Officers, often providing professional learning for staff.

Co-operative, data driven 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, who meet regularly with the principal discussing and planning student initiatives.
Student and family wellbeing are a priority at St Mary's with the firm belief that wellbeing underpins overall development and student success. Wellbeing is supported by the employment of a Student Well-being Leader, Pastoral Care Worker and School Psychologist.

The Parish Priest, Principal, Staff and families see St. Mary’s as a welcoming and inclusive community of people who share a common commitment to 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, reflecting upon the examples set by those within the gospels as well as those within the community.

We are energised by the current school improvement plan which specifies a school wide commitment in working together to increase engagement, resilience and learner confidence with the aim to achieving continued improvement thus ensuring ongoing and better outcomes for our students.
Principal’s Report

Towards the end of Term Three 2017, I was honoured to accept the appointment of permanent principal of St Mary’s and I am very excited work with such a vibrant and supportive school and parish community. 2018 was a year of new possibilities, feedback and collaboration. The St Mary's staff continued to build their whole school commitment to providing meaningful and engaging learning opportunities through expert teaching, utilising contemporary learning practices and spaces. As a part of the Outer Eastern Principal’s Network, I was inspired by the system collaboration with Dr. Lyn Sharratt. The learning community of which St Mary’s is a member, was expertly mentored in the areas of data driven teaching strategies that proved to be targeted and engaging for both students and teachers. This professional learning relationship, also enhanced the teaching and learning of writing across all levels with the introduction of data informed, curriculum aligned, writing rubrics, utilised to provide specific feedback to students around how to achieve success in this area. Consolidation and embedding of evidence-based teaching practices were the focus of phonics, spelling and mathematics. In the area of mathematics, the school continued the whole school project in mathematics as part of a collaborative. The project, funded by Catholic Education Melbourne, saw all teachers working closely with mathematics consultants on improving pedagogical practice and targeted direct teaching, specifically linked to each student’s point of need. Of particular note was the mentoring by mathematics education scholar, Dr. Peter Sullivan. The work was well received by teachers, students and parents and will be continued in 2019. Open dialogue with the parent community was active through community conversation opportunities and resulted in recommendations for future improvements. Among the improvements was the establishment of Before and After School Care through Best Chance. Attendance at weekly assemblies as well as the introduction of Toddler Story Time (in the library), proved popular and engaging with the community. The highly active Parents and Friends Association, co-ordinated several community events, including the ever-popular Trivia Night and the Christmas Fair. Online ordering for Tuckshop, Uniform Shop and special food days was introduced as was Student Banking through the Bendigo Bank; these parent lead initiatives continue to operate smoothly. The P & F were able to assist in the funding of school amenities with the addition of a sheltered out-door play area and the sealing of the internal road, used for afternoon ‘pick up’; both invaluable additions.

The St Mary's school vision continues to inspire and drive all members of the community to collaborative and mission-based action.
Education in Faith

Goals & Intended Outcomes
Based on the findings of external Review 2016 and the current School Improvement Plan, the goal for Education in Faith for 2018 was:

- To cultivate an inclusive learning community imbued with a Catholic worldview, where all members learn about, reflect on and engage in the teachings and traditions of the Catholic Church within our contemporary society.

The intended outcome was:

- That students will be engaged in authentic and purposeful Religious Education that supports them to connect faith and life

Achievements:
The following are examples of the strategic work carried out in 2017 to achieve our specified goals:

- Attendance by Religious Education Leader, Principal, Deputy Principal, Teaching and Learning Leader and ICT Leader at Catholic Education Melbourne, professional learning which focussed on developing school wide strategies to ensure the key messages of the document, “Horizons of Hope” were meaningfully embedded in the school community. This professional learning strengthened the links across curriculum areas and school wide planning.

- Attendance by Religious Education Leader and Wellbeing Leader at Catholic Education Melbourne, professional learning which focussed on the Renewed Religious Education curriculum and how to implement this across the school. This knowledge will be used in collaborative design and implementation in Religious Education.

- Second year of Staff Faith formation with Dr. Margaret Carswell to focus on building how to interpret Scripture. Staff were encouraged to strengthen their understanding of Scripture and given practical ways to teach scripture through various literacy techniques, through dialogue, visual arts and prayer.

- Attendance by Religious Education Leader and a Grade 3/4 class teacher in a three day “Engaging in scripture” seminar. This program deepened assisted the participants to gain a deeper understanding of scripture so to assist children to find new ways to explore the bible and to be able to gain wisdom from the scriptures.

- Lisa Heffernan, Learning Consultant in Religious Education, Catholic Education Melbourne presented on the Renewed Religious Education Curriculum at a staff meeting early in the year. The focus here was ‘unpacking’ the achievement standards with the staff. Staff worked in year level groups to gain a better understanding of the Achievement standards. Throughout the year Lisa Heffernan attended the year level planning days for Grade 1/2; Grade 3/4 and Grade 5/6 staff to assist and guide us in our inquiRE planning and use of the Renewed Religious education curriculum.
• Ensure that the commitment to our whole school vision which places Jesus and the importance of relationships at the centre of all of our work was honoured in the development of our Shared Vision for Teaching and Learning.

• The involvement of the whole school community in the process of re-evaluating, modifying and ratifying the whole school vision to include the concepts of diversity, inclusivity, the place of journey in our faith lives as well as the affirmation that within our Catholic community, Jesus is Lord; this is our truth or centre from which all else develops.

• Continued and strengthen the relationship with Parish Priest by weekly meetings with REL, classroom visits from the parish priest which focussed on specific topics especially around understanding of the sacraments. Parish priest also spoke at sacramental family evenings, facilitating workshops for the students and families. Both of these practices have strengthened the relationship between school and parish.

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

• Connecting our social justice actions with the gospel values and striving to live the way Jesus wants us to live, especially drawing on the whole school theme “Strive, Pray, Grow”.

• Professional learning in Education in Faith in the area of personal faith development with staff being led by Dr. Margaret Carswell (Senior lecturer in Religious Education ACU Ballarat); this built on the learning from the previous year.

• Results of Catholic culture questions from the student survey being reported as very high with an increase in Importance for representatives surveyed from the parent body.

• Continued professional discussion and development of staff in Contemporary Learning in RE, planning inquiry units of work utilising Social Justice as a means of putting RE knowledge into action and the exploration of the Renewed Religious Education Curriculum.

• Family information and sharing sessions, including First Communion Family Night, Sacramental Evenings and Penance services. The introduction of a Confirmation Family Night was a success, the student sponsors where invited to participate in a night of prayer, activities, rehearsals and reflection.

• 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, sacramental programs and family evenings.

• A performance by John Burland to the whole school as part of the Alleluia day celebrations.

• Staff opportunities including prayer, masses, reflection and retreats

• Purchase of icons and resources

• Staff opportunities including prayer, masses, reflection and retreats

• Purchase of icons and resources

• Attendance at REL networks and professional development sessions including staff
attendance at three-day Engaging with Scripture Seminar facilitated by Catholic Education Melbourne, as mentioned above

- 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), Socktober to raise money and awareness of Catholic Mission and Assist-a-student; an initiative to sponsor children and pay for their education.
- Mini Vinnies program – twelve children were commissioned into Mini Vinnies at a special ceremony, whilst six students were commended for continuing service as members.
- Attendance of school student leaders to St. Patrick’s Day Mass held at St. Patrick’s Cathedral Melbourne.
- School student leaders and Mini Vinnies Members attendance at the Mission Mass at St. Patrick’s Cathedral, October 2017.
- Spirit day 2018; a Confirmation retreat day, was held for the Grade 6 students preparing for Confirmation. This was held with St Joseph’s Primary School at Yarra Junction and St. Mary’s, Mt. Evelyn. Forty children made their Confirmation, two children were from non-Catholic schools.
- Prayer marks the beginning of each day, assembly and staff meeting. Each classroom has a prayer table with extra resources such as crucifixes, prayer books and bibles being purchased for these.
- Continuation of liturgical singing throughout the school, ensuring the development of a school wide repertoire of liturgical music.
- Introduction of parent catechesis on sight to teach older children the sacraments of Reconciliation and First Holy Communion. Introduction of parent catechesis to prepare children to make the Sacrament of Baptism in 2018.

Learning & Teaching

Goals & Intended Outcomes

Based on the findings of external Review 2016 and the current School Improvement Plan, the goal for Learning and Teaching in 2018 was: To provide purposeful and engaging contemporary learning for all students in the Catholic context.

The intended outcomes were:

- That every student is engaged in her or his learning, develops confidence, experiences success and becomes an independent learner.
- That students will achieve or exceed expected growth targets from Prep to Grade Six in Literacy and Numeracy.
- To build teacher capacity to provide high quality, contemporary education.
- To embed a culture for the effective use of data to drive teaching and learning

Achievements

The school year began with dedicated time for the whole staff to reflect upon the shared vision for learning and teaching. This was a collaborative process to ensure that all staff were working towards a common vision based on shared beliefs. The shared vision for learning and teaching is:
At St Mary's we believe that quality learning and teaching demands high expectations of teachers and students within the context of contemporary best practice. We believe that quality learning and teaching inspires, motivates and challenges students and teachers; it encourages and supports an inner drive for learning across all areas: social, emotional, academic and professional.

Quality learning and teaching is explicit, scaffolded, reflective and personalised in nature. It is maximised: when environments are welcoming, engaging and safe, when teachers know, listen to and respect their students, and when decisions are made collaboratively.

Quality learning and teaching must be accessible to all members of our community in order that we enact our mission of “Love Above All.”

Staff worked collegially at class, level and whole-school meetings to develop a deep understanding of the Victorian curriculum and the progression of learning. The use of data to inform differentiation in learning and teaching with particular attention to achieving growth for our high performing students was a strong focus. Another focus across the school was the development of a Growth Mindset. This was promoted through the use of positive language and highlighting the traits of a Growth Mindset to encourage success for all.

Curriculum teams were established in the areas of Literacy and Well-being. These complemented the Numeracy team (established the previous year). These teams provided a forum for collaborative Professional Development and collegial discussion which in turn drove action for improvement across all classrooms. This enabled the staff to build teacher capacity and confidence in planning and teaching effectively with student engagement and deep learning at the centre.

The Literacy leader led the refining and embedding of the recently implemented whole-school approach to phonics and spelling. The short, daily, drill in phonics and spelling was embraced by all classrooms and met with enthusiasm by the students. There was noticeable feedback from parents and students that improvements (in spelling confidence), was occurring for students across all levels. Pre-testing in writing units was introduced with moderation of student work by teachers, informing the next steps for success for each student. Teachers engaged in an inquiry which resulted in the formation of student rubrics which guided both student learning and facilitated differentiation. The rubrics supported students in self-assessment and goal setting. This enabled students to have greater input and autonomy over their learning.

2018 was the first year of a Mathematics project working with Dr Peter Sullivan alongside Numeracy Leaders from neighbouring schools. The funding was obtained from CEM with the purpose of supporting the work of our school collective in improving the mathematics achievement of our mid to high performing students. Highlights of the project were many with most notable being:

- A Professional learning day with Peter Sullivan and staff from the Collective schools
- Professional Learning Teams headed by the Numeracy Leader to support staff in developing a shared understanding of challenging tasks with many opportunities to collegially discuss and review
- The Numeracy Leader planned with teacher teams to unpack sequences designed by Peter Sullivan and teach these to our students
- Modelled lessons presented by Peter Sullivan across the schools with teachers visiting each school. These lessons were then trialled in each of our schools
- Teachers including Challenging tasks in each Mathematical unit of work.

Improvements in the area of Learning Diversity also occurred:

- The Learning Diversity Team devoted time and energy into refining and embedding recently introduced processes.
- The Learning Diversity Team lead the staff through the NCCD requirements, designed to accurately identify and cater for students requiring learning adjustments.
- The Learning Diversity Team spent considerable time with CEM consultants to ensure that NCCD requirements were understood and facilitated.
- The Learning Diversity Team designed and introduced a network-based record keeping system for all students on the NCCD.
- Staff mentoring around Personalised Learning Plans, SMART goals and the referral process.
- Continuation of a team approach to Program Support Group Meetings.
- Refinement of the use of Educational Support staff in the delivery and record keeping of interventions.
- Specialist staff engaged with Professional Learning with Professor Gagne around catering for high achieving students. This PL led to improved and regular differentiation for these students, provided by staff dedicated to this field.
STUDENT LEARNING OUTCOMES

In 2018, 100% of our Year 3 children achieved the minimum national standard in Grammar and Numeracy. In the area of Spelling and Writing, 98% achieved the standard and in the area of Reading, 96% achieved the standard.

In year 5, over 90% of our students achieved the national minimum standard in all assessed areas. Pleasing increases were experienced in Grammar, Punctuation, Reading Writing and Numeracy. 100% of Year 5 students achieved the national minimum standard for Numeracy which was a significant improvement on previous year’s results. Conversely, a decline in results for Spelling is noted with teacher efficacy in working with the newly adopted method, a possible factor. This will be closely monitored by the Teaching and Learning and Literacy Leaders.

Our students who moved from Year 3 in 2016 to Year 5 in 2018, have sustained pleasing results with over 93% achieving and maintaining the national minimum standard in all areas.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th>NAPLAN TESTS</th>
<th>2016 %</th>
<th>2017 %</th>
<th>2016 - 2017 Changes %</th>
<th>2018 %</th>
<th>2017 - 2018 Changes %</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>92.7</td>
<td>91.9</td>
<td>-0.8</td>
<td>100.0</td>
<td>8.1</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>97.4</td>
<td>100.0</td>
<td>2.6</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Reading</td>
<td>92.3</td>
<td>100.0</td>
<td>7.7</td>
<td>96.1</td>
<td>-3.9</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>95.1</td>
<td>100.0</td>
<td>4.9</td>
<td>98.0</td>
<td>-2.0</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>98.0</td>
<td>-2.0</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>88.9</td>
<td>92.7</td>
<td>3.8</td>
<td>95.6</td>
<td>2.9</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>100.0</td>
<td>94.9</td>
<td>-5.1</td>
<td>100.0</td>
<td>5.1</td>
</tr>
</tbody>
</table>
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 and are actively welcomed to participate in school events and programs. Teachers, parents, visitors and replacement staff frequently remark on the happy, respectful and industrious atmosphere that pervades the school.
Student Wellbeing

Goals & Intended Outcomes
To provide a safe and consistent learning environment that maximises the wellbeing of each student within our Catholic context.

- That each student grows in resilience, respect and self-confidence.
- That each student feels connected to the St Mary’s School community.

Achievements.

2018 was largely a year of uncertainty, (with the retirement of former principal and the process of selecting a new principal spanning three terms). In our endeavours to provide stability within such a climate, Student Wellbeing was purposely placed at the forefront of all school practice. The ways in which this was achieved were:

- The continued use of Social and Emotional Learning strategies (introduced in 2016), to strengthen student engagement, learner confidence and achieve better outcomes for all students.
- The commitment to the whole school wellbeing theme also linked to Education in Faith: Strive, Pray, Grow.
- A staff commitment to maintain high expectations for a safe, respectful and well-behaved school community based on the existing culture. Ensuring that expectations, language and practice remained consistent in this area.
- Continued and consistent use of Wilson Mc Caskill, *Play is the Way* especially at the beginning of each term to support the development of connectedness to peers and facilitate explicit links between Wilson, SEL and Religious Education.
- A Social Emotional Learning Team continued to drive learning across the school and ensure accountability to wellbeing school strategies including Professional Learning for staff in Victorian Curriculum Personal and Social Capabilities.
- Pastoral Care was expanded, offering services across two days each week.
- Berry Street Psychology Professional Development to implement strategies for student resilience and wellbeing.
- Implementation of SWP (Student Wellbeing Plan) to support children with Social/Emotional challenges.
- Implementation of ‘Mindfulness’ and ‘Brain Breaks’.
- Professional development partnership of Wellbeing and Religion. Renewed Curriculum and Horizons of Hope.

-
Average Student attendance rate by Year level: Yr 1 – 93.4%, Yr 2 – 92.4%, Yr 3 – 92.9%, Yr 4 – 94.8%, Yr 5 – 92.8%, Yr 6 – 93.8%. The overall attendance rate of students was 93.4%.

Student non-attendance is included in reports and followed up personally with parents or guardians. Unexplained absences (of more than one day), are noted with contact being made from school to home via telephone or face to face. The importance of regular attendance is also stressed at Information Sessions, in the school newsletter, on our website and via displays within the school.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>93.4</td>
</tr>
<tr>
<td>Y02</td>
<td>92.4</td>
</tr>
<tr>
<td>Y03</td>
<td>92.9</td>
</tr>
<tr>
<td>Y04</td>
<td>94.8</td>
</tr>
<tr>
<td>Y05</td>
<td>92.8</td>
</tr>
<tr>
<td>Y06</td>
<td>93.8</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.4</td>
</tr>
</tbody>
</table>

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 programs
• 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, including attendance at Mt Evelyn Schools Youth Forum.
• Private keyboard tuition.
• Camp for Year 6
• Environmental programs
• Prep orientation program
• Bike Ed for Year 5.
• Involvement of parents and the wider community, through Community Craft Club, Garden Club and sporting opportunities.
• 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, resilience building and child safety activities.
• Wilson McCaskill games/program
• Whole School Meditation Program
• Athletics Day
• Visual Arts Specialist lessons
• Optional instrumental lessons

STUDENT SATISFACTION

Student survey results for 2018 showed that students have a very positive approach to school, scoring in the top 25% of Australian schools for their classroom behaviour and motivation and very highly for connectedness to peers, morale and relationships with peers and teachers, enjoyment of school and feeling safe at school. Parent survey results correlate with student opinion data and in addition indicate that parents view their child’s connectedness to peers in the top 25% of Australian schools.
Child Safe Standards

Goals and Intended Outcomes
Child safety is central to our school motto of ‘Love Above All’. Our goal is to create, maintain and promote a community committed to the following rationale:

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. (St Mary’s Child Safety Policy May 2017).

Child Safety is highlighted further in our Vision Statement when we specify ‘Love Above All’ in our words, actions, striving, diversity and journey.

Child safety is included in every area of our School Improvement Plan, specified in the Wellbeing Goal:

- To provide a safe and consistent learning environment that maximises the wellbeing of each student within our Catholic context

As a wider school community, we aim to educate all members of the community around the responsibility that each person has to ensuring the safety of every child.

We have a strong commitment to the ongoing monitoring of child safety resources and practices within our school and parish community. We have dedicated staff members who remain informed of changes within the Child Safety Legislative requirements and whom work together to implement the changes and advertise these changes to the community as they occur. Child Safety is regularly discussed across all areas of the school and parish community, it remains at the forefront of conversations.

Achievements
Child Safety remains an active priority across all areas of the school community; the following are specific examples of this work during 2018:


- Implementation of the email system to parents reporting same day unexplained non-attendance.

- Annual staff training around Child Safety standards, including whole staff online training specific to Child Safety, Reportable Conduct Scheme and Mandatory Reporting.

- Inclusion of Child Safety on all weekly staff meeting agendas.

- Attendance of key staff at Catholic Education Melbourne briefings and professional learning sessions around Child Safety.
• Parish priest and principal attendance at CEM briefing concerning Reportable Conduct Scheme.

• Staff training and discussion around Reportable Conduct Scheme.

• Implementation of protocol for principal and parish priest around Reportable Conduct Scheme.

• Child Safety compliance systems (including dedicated staff), which ensure maintenance of records regarding staff, volunteers and contractors and which highlight potential breeches of requirements.

• Inclusion of Child Safety questions at interviews for new staff.

• Inclusion of Child Safety questions in referee checks for new staff and volunteers.

• Development of risk assessment template and procedures by the Wellbeing Team, with follow up briefing to all staff around planning obligations and protocols.

• Continued entry into Student Activity Locator via Catholic Education Commission Victoria portal.

• Regular communication from the principal to the parent community highlighting Child Safety concerns, responsibilities and opportunities for discussion.

• Discussion and training at Education Board and Parish Board level.

• Weekly Student Action Team meetings with principal, deputy and wellbeing leader as a forum for students to share concerns, questions and develop initiatives to raise the awareness and empowerment of all students around child safety.

Leadership & Management

Goals & Intended Outcomes
To build a vibrant learning community characterised by the St Mary’s shared vision for faith and learning.

• That shared understanding and practice of outstanding, contemporary education is achieved.
• That the professional capacity of the staff is strengthened.

Achievements
Strategic effort was prioritised by the Leadership Team in the following areas:
• Continuation of Professional Learning Journals for each staff member to encourage self-reflection, student data reflection and personal goal setting and planning. These journals were also utilised at professional learning team meetings as a catalyst for professional dialogue leading to improved practice.

• Professional learning around the Agile Sprints Process with Leadership Team as a means of driving small, targeted and achievable change throughout the staff.

• Leadership Team engaged with Principal Consultant to set personal leadership improvement targets and plans.

• Principal continued commitment to new learning with the Outer Eastern Principals Network which began the journey of strategic school improvement utilising the work of Dr. Lyn Sharrat.

• Learning walks with staff.

Staff Attendance
The average attendance rate per staff member 93.9 %
(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.)

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
</tr>
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<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
</tr>
</tbody>
</table>

Staff Retention
The proportion of teaching staff retained in a program year from the previous year is 91.7%.

<table>
<thead>
<tr>
<th>STAFF RETENTION RATE</th>
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<tbody>
<tr>
<td>Staff Retention Rate</td>
</tr>
</tbody>
</table>

Staff Composition
Our staff composition is Principal class - 4, Teaching staff – 26, full-time equivalent teaching staff – 19.3, Non-teaching staff – 15 and full-time equivalent non-teaching staff – 9.1.
**STAFF COMPOSITION**

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<tr>
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</table>

**Teacher Qualifications**

15.4% of our staff have a Master’s degree, 26.9% have a Graduate degree, 3.8% have a Certificate Graduate, 69.2% have a Bachelor degree and 38.5% have an Advanced Diploma in specific and more specialised fields.

**TEACHER QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Qualification</th>
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<tr>
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<td>7.7%</td>
</tr>
</tbody>
</table>

**Professional Learning**
Expenditure on Professional Learning for 2018 was averaged at $1,750.00 per staff member.

Education is constantly changing. Our staff at St Mary’s demonstrate a high level of skill and a commitment to life-long learning. Our weekly staff meetings, level meetings and professional learning team meetings all include an aspect of professional learning, 40 staff have attended whole staff development days centred around: School Improvement, the use of data to improve learning outcomes, differentiation of learning especially catering for high achieving students, expert mathematics teaching strategies, Personalised Learning Programs, Literacy especially phonics and spelling, emergency management training, 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 and Emergency Management.

**Teacher Satisfaction**

The Staff Climate Survey for 2018 demonstrates that our staff climate is very positive, scoring in or close to the top 10% 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 practices
- Team work
School Community

Goals & Intended Outcomes
To improve student learning outcomes through family, parish and community engagement.

- That families will be engaged in their children’s learning.
- That children’s learning will be enhanced through parish, local and wider community partnerships.

Achievements
Community relationships were strengthened in 2018. Stability, confidence and a culture of active listening maintained strong community relationships. The following achievements were crucial in 2018:

- Creation of a Parent Focus Group to explore ways to enhance two-way communication and engagement in learning.
- Include the community ‘lens’ from Horizons of Hope in all curriculum planning, seeking ways to link the community to student learning.
- Develop school-wide practice of level term newsletter outlining areas of learning focus for families.
- Change the weekly assembly time to suit the availability of parents and grandparents.
- Continue to reinforce St Mary’s culture of welcome and inclusivity.
- Commitment of principal and staff to be present and available before school and after school at pick up and drop off zones.
- Invite discussion, think tanks and feedback, utilising the ‘Community Conversations’ model at varying times to suit varying parental availability.
- Annual Art Show weekend including the parish community.
- Holy week drama reflection
- School Production
- Junior Performing Arts Showcase
- Open doors parent information night
- Whole school athletics carnival
- Book week celebrations & visiting authors
➤ Italian day
➤ Several special food days
➤ Footy twilight gathering
➤ Visits from local zoo Twisted Willow
➤ School Disco
➤ Remembrance Day community involvement

Additional curricular and extra-curricular activities which ‘add value’ to the well-being of our community include:

- 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, Book Week, Italian Day, Wellbeing Week and Feast Day activities
- Fundraising activities
- Wandin Field Day
- Opportunities for parent P.D e.g Cybersafety, literacy, sacraments.
- Keyboard tuition
- Out of Hours Care (on site)
- Food Bank
- school website and blogs
- St. Mary’s Basketball team
- Strong links to Futsal
- 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
PARENT SATISFACTION

Our 2018 Parent Survey indicated that parent satisfaction was very high:

It was placed in the top 10% of Australian schools in the areas of:

- Partnerships
- Stimulated learning
- Learning focus
- Student motivation
- Approachability
- Behaviour of students
- Social justice and compassion.

And in the top 25% of Australian schools in the areas of:

- Behaviour Management
- Classroom behaviour
- Student safety
- Student Motivation
  - Parents also rated extremely highly their children’s enjoyment of 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

**E1312**  
St Mary's School, Mount Evelyn

<table>
<thead>
<tr>
<th>NAPLAN TESTS</th>
<th>2016 %</th>
<th>2017 %</th>
<th>2016 - 2017 Changes %</th>
<th>2018 %</th>
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</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
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<td>91.9</td>
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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TEACHING STAFF ATTENDANCE RATE

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NOTE:

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)