Towards Excellence

An outward facing community

2013 Annual Report
TO THE SCHOOL COMMUNITY
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Contact Details

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Minimum Standards Attestation

I, Gerard Lewis, attest that St Mary’s Parish 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.

23 May 2014
Our School Vision

St Mary’s School is a welcoming faith community.

Our motto ~ ‘Learning for the future’ ~ inspires a passion for lifelong learning in a safe, caring environment which empowers students to reach their full potential and act responsibly.
School Overview

St Mary’s School St Kilda East, the first Presentation school in Victoria, was run by the sisters from 1874-1993. The 2010 Federal Government capital grant provided a new multi-purpose hall, library and meeting rooms to add to all other spacious areas available.

The current enrolment at St Mary’s is 267 students from 200 families, most of whom (59.2%) are Catholics (20% Orthodox) and live within the local parishes of East St Kilda, St Kilda, Prahran and Balaclava. Families represent 17 different nationalities, predominantly Greek, with 21% having language backgrounds other than English (LBOTE).

The children are grouped in 12 straight classes over two campuses, with Years 4, 5 and 6 on the opposite side of Westbury St next to Christian Brothers College. On the main campus, there are two Preps, two Year 1s, two Year 2s and two Year 3s. The Parish Community Centre on the lower floor of the Senior Campus has been converted into a contemporary learning area to accommodate the two Year 5 classes.

St Mary’s staff are multi-skilled, innovative and supportive in their provision of well researched and planned programs. In the pursuit of ‘best practice’, they are extremely professional in both learning and sharing ideas. A full and well-supported curriculum allows for many opportunities for students, teachers and parents alike to be continuous learners. The well-planned and structured learning environment provides for the individual needs of all students and enables excellent student assessment results.


During 2013, the staff Leadership Team provided a Position of Leadership (POL) for each of the five spheres of school improvement. Student Leadership included Year 6 responsibility for several areas including Education in Faith, Student Wellbeing, Literacy and Mathematics, and Music, Italian, and Sustainability. Parents share in the leadership of the school community through representation on the Parish Education Board, the Parents & Friends Association, ‘Classroom Reps’ and the classroom helpers program. There is a high level of general parental support for fundraisers and school events.

In 2013 the School introduced Number Intervention and aligned our Inquiry units with the Faith Dimension of Catholicity. We will continue to concentrate on: strengthening the catholic identity of the school community; providing a contemporary learning environment and agreed effective pedagogy, improving the wellbeing and connectedness of all students, building a shared culture that is characterised by a shared vision, professional collegiality and continuous improvement and building the capacity of St Mary’s as an outward facing community.
Principal's Report

Whilst 2013 was a very busy year we achieved a lot. We commenced the year as an outward facing community where we tried to make greater connections to the St Kilda / Windsor Communities in the first instance and then to the outer community as a whole. We were able to connect closer to Christian Brothers College (CBC) and Presentation College Windsor (PCW). It has been delightful to see students from both colleges regularly involved in the education at St Mary’s. Our School choir sung at the Armitage Aged Care Facility twice and the Year 5 students visited the Nursing home as part of their community connection (Mini Vinnies) program. Our Year two/three Extension program continued to make connection to the Wanalirri Catholic Primary School in Gibb River – (Western Australia). A highlight for this group was the visitation of some of the children from Wanalirri to St Mary’s in term 3. It was great for the children to finally meet some of their “pen pals”.

In Term 3 we commenced our Parish Mass connections. Children in Years Prep – Two and Three - Four participated in the 5:30 pm Sunday parish mass on two occasions. The Years Five – Six children with children from other year levels participated in the Christmas Family Mass on 24 December at 7:00 pm. We celebrated the Sacraments of Confirmation and Eucharist and it was great to see so many parishioners join us with these celebrations.

We are privileged to have so many enthusiastic, happy children at the school and it is an absolute pleasure to see their smiling faces each day. Results once again from national and school testing indicate that the children are learning very well at St Mary’s and many children bring a high level of enthusiasm to this learning.

The dedicated team of teachers constantly provide very rich and challenging learning experiences for the students who attend St Mary’s. The teachers are always evaluating the opportunities that they provide to the students to enable the children to receive learning at their point of need. In 2013 we began to evaluate and examine our Inquiry Units as part of the Learning and Teaching in a Contemporary Catholic School project. In Term Two we began to change our emphasis of Inquiry. We added the concept of how we engage in a religious interpretation of the world through our curriculum design and pedagogy. Teachers started to collaborate and plan more to develop understandings around engaging in a hermeneutical way of learning and teaching across all areas of the curriculum. We commenced a Number Intervention Program in the second semester. This program enabled us to identify and assist those children with low attaining results in Mathematics.

The specialist programs of Library, Italian, Physical Education, Performing and Visual Arts, Piano and Guitar, enable the children to experience many facets of education. These are some of the features of the extended curriculum at St Mary’s.

I wish to thank the parents who have participated in the Parish Education Board, the Parents and Friends Association in 2013 as well as the parent representatives, classroom helpers and excursion and sport helpers. The support that you provided for each class has been invaluable and highly appreciated. Without your enthusiasm and assistance it would be difficult to provide the high quality learning experiences for your children.
Some of the highlights this year have been: the Fathers - Day Breakfast, Mother’s Day Stall, Footy Day (where Gary Ablett and Leila Gurrawiwi joined us), Italian Day, Literacy and Numeracy Days, Inter School Sport, Walk and Ride to School Days, Class Performances at Assemblies, Swimming, School Camps, St Mary’s Athletic Carnival, Book Fairs and Book Swap, Life Education Van, School Masses and Para liturgies, Gymnastics, the creation of each classes art pieces and the Art Auction, Tom and his Community Band, and The Billy Tea Bush Band, Christmas Carols, Year 6 Graduation and Disco, St Mary’s Got Talent and Grand - Parents Day.

Thank you to Fr Barry Moran and all students, teachers and parents / carers for their work and support. Whilst it was a very busy year there were many highlights that we shared.

Gerard Lewis  
(Principal)
Education in Faith

Goals & Intended Outcomes

- To Strengthen the Catholic identity of the school community.
- That students’ understanding of faith based values are deepened and connected to real life.

Achievements

- St. Mary’s continued to strengthen a number of whole-school activities and programs that enhanced the sphere of Education in Faith:
- We continued to support our life of prayer at St Mary’s through regular whole school prayer celebrations which follow the Church Year and other significant events, such as Holy Week, Easter, Mother’s Day, Father’s Day and Advent.
- We aimed to increase the regularity in which children are attending weekly Parish Mass by engaging the whole school in events such as the Feast of the Sacred Heart Mass and End of Term Masses.
- Individual classes attended weekly Parish Mass throughout the year and families were invited to attend.
- Prayer tables in each classroom are a focal point for gathering and celebrating our beliefs on a daily basis.
- The Religious Education Leader (REL) visited classrooms to engage in prayer with the teachers and students, to ensure continuity and provide guidance.
- REL met weekly with the Religious Pastoral Worker to plan for children and parents’ Faith Development and build closer links between the Parish and School.
- We maintained our commitment to scheduling regular staff meetings with an RE focus.
- During staff meeting time, the Education in Faith sphere team met to work in collaboration and to discuss curriculum and school issues pertaining to Education in Faith.
- Staff were provided with professional learning, which focussed on assessment and reporting. This was facilitated by Ingrid Green from the CEOM Southern Regional Office.
- Level teams worked with the REL, during planning time, to plan the upcoming units. This was to ensure consistency and clarity from P-6, to plan for rich assessment tasks, include liturgical events and ensure links are being made with the Parish and wider community.
- The REL worked closely with a team of school leaders on the Change2 project, which aimed to bring the RE curriculum and the Inquiry curriculum closer together.
- In Term Four, the REL and Learning and Teaching Leader planned ‘Faith Inquiry’ units with teachers for Term One 2014 to ensure the links were being made between Religious Education and Inquiry.
- Staff gathered at the end of term, in a Professional Learning Team Meeting, to reflect on the R.E curriculum taught, in order to strengthen the connection between faith and life.
- The REL met with the School Community Leader and a working group from the Parish Education Board to plan level Masses, to encourage greater school participation at the 5.30pm Sunday Mass. These commenced in Term Two, 2013.
• We maintained an awareness of our responsibility to care for and support those less fortunate than ourselves. We respond to the Gospel call to "Love one another as I have loved you".
• We continued to find new ways to express our Catholic faith in action. With a strong emphasis on social justice, our children continue to participate in fundraising to support the work of local and overseas missions, including Project Compassion, Sacred Heart Mission and St. Vincent de Paul Society.
• The Prep and Year Three teacher attended the Godly Play professional learning, to enhance the prayer life of the school and up-skill other teachers.
• Insight SRC Survey in 2013 informs us that:
  Parents indicated an improved level of satisfaction in regards to Catholic Culture.
  In regards to Catholic Culture, the staff and parents indicated the behaviour of students is to be commended (76% and 93% respectively).
• In regards to Catholic Culture, our scores indicate that we are on par with the middle 50% of Victorian catholic primary schools.

<table>
<thead>
<tr>
<th>VALUE ADDED</th>
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<tbody>
<tr>
<td>• Whole staff professional learning</td>
</tr>
<tr>
<td>• Assessment and Reporting PD (internal - staff meeting)</td>
</tr>
<tr>
<td>• Godly Play (external)</td>
</tr>
<tr>
<td>• REL Networks (external)</td>
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</table>
Learning & Teaching

Goals & Intended Outcomes
To enhance the learning environment that challenges all learners and caters for individual needs.
1. Student outcomes in numeracy continue to be improved and high scores maintained.
2. Student outcomes in literacy continue to be improved and high scores maintained.
3. That the continual development of the Contemporary Curriculum and Inquiry Approach to Curriculum Implementation is evident in our practice.

In 2013 at St Marys our strong focus on Learning and Teaching continued to grow. Our commitment to high expectations and the improvement of teacher capacity and pedagogy continues to be reflected in our curriculum, and student achievement. As a staff, our participation in professional dialogue continues to grow, enabling further opportunities for all staff to develop further through support and the sharing of knowledge and expertise.

Achievements
1. As a staff we have attended professional learning programs that were Catholic Education Office Melbourne (CEOM), network and school based.
2. Staff attended staff meetings and external professional learning to continue our work with the implementation of the Australian Curriculum.
3. Staff have participated in weekly Professional Learning Team meetings (PLTs) based in English or Mathematics. In particular focusing on the use of data to drive our learning and teaching.
4. Staff participated in a series of consecutive PLTs to develop greater understanding of Personalised Learning, in particular focusing on the use of Learning Intentions, Success Criteria and Feedback within our classrooms.
5. St Mary's is in the 5th year of the Literacy Assessment Program (LAP) to improve reading comprehension levels in Years 3-6. The Assessment Research Centre Online Testing System (ARCOTS) data attained through our participation in this project continues to highlight strong achievement in this area.
6. A Number Intervention team was formed and began investigating the possibilities of Number Intervention at St Mary's. Also a selection of students in Year 3, 4 and 5 worked with these staff members.
7. St Mary's participated in the CEOM project, Learning and Teaching in a Contemporary Catholic School. Members of the Learning and Teaching Sphere, with the Principal, Deputy Principal and Education in Faith Leader attended the 5 days of professional learning and worked with the staff to incorporate a Catholic Context using student voice to guide the planning of our Inquiry and Religious Education units and to create a termly Faith Inquiry unit.
8. As part of our work in the Learning and Teaching in a Contemporary Catholic School project, the Learning and Teaching Leader and Education in Faith Leader worked with levels during their termly planning to assist with planning of their Faith Inquiry Units.
9. At the end of the 2013 a number of classroom teachers and school leaders, including the Learning and Teaching Leader, Education in Faith Leader and Deputy Principal worked together through 6 workshops to complete the CEOM facilitated Change2 process, our objective for St Mary's being to, design a model for Contemporary Curriculum within a Catholic Context.
10. Our NAPLAN data continues to show pleasing results with our school performing above like schools both National and State in Literacy and Numeracy.
11. The Literacy Leader and Junior Classroom teachers began to participate in their 2nd year of the P-2 Literacy Assessment Project.
Student Wellbeing

Goals & Intended Outcomes

- To improve the wellbeing and connectedness of all students.
- Students are engaged and successful in their learning through a whole school approach to wellbeing.

Achievements

1. The Student Wellbeing Sphere group was a very cohesive group that worked closely together in 2013. Our first major task for the year was to look at the policies that fall under the area of Student Wellbeing and write an overarching Vision.

2. We in-serviced the whole staff on our present Behavioural Management Policy so as to have a consistent approach across the school. There was wonderful discussion that came about as a result and although the Wellbeing Team knew that change needed to happen staff identified the pitfalls in the current philosophy and so ownership for the eminent change was owned by all. We are working towards making a change in our approach to behaviour management and the sphere team began training in Restorative Practice at the end of 2013-14. This will be introduced to the school community in 2015.

3. The ‘You Can Do It’ Program is still actively taught in the school and the skills learnt in this program are played out in the process of ‘St Mary’s Got Talent’. The 2013 acts were enjoyed by all the children.

4. We had a successful Art Project led by teachers and supported by parents. Each class produced a piece of art for the school community. This beautiful work was displayed throughout the school in third term and was sold at a social night in fourth term. The work raised $6 500 which will be used in 2014 to improve the playground facilities.

5. A big part of Student Wellbeing is looking after the needs of individual students through Student Services. This group meets fortnightly and we talk about the individual concerns teachers have about particular children. Through this group it was decided that a support group needed to be established for those who need emotional support because of Grief and Loss. Seasons was identified as a program that would help these children. We have three trained staff members at St Mary’s and in 2013 a fourth was trained. In fourth term we implemented three Seasons groups catering for the needs of fifteen children.

6. Our biggest initiative for 2013 was the transition process from Kindergarten to Prep. We offered story mornings, kinder visits and we opened up assemblies throughout November. We also increased the number of orientations from one to two. We introduced the Buddy Parent Program and had a Wine and Cheese evening to introduce families. The feeling was very positive and parents were grateful for the support given to their children and the welcome to them. In 2014 we will work to strengthen this.

7. We have a very good relationship with City of Port Philip who support us with Ride2School/Walk to School initiatives. We will continue to develop this relationship in 2014.

Overall the Student Wellbeing Sphere achieved their goals in 2013 and will continue to strengthen the area in 2014.
Teacher’s mark attendances electronically each day, in the morning and afternoon using the attendance and reporting system Nforma.

**VALUE ADDED**

- Seasons Program
- Buddy Program
- Circle Time
- “You Can Do It” sessions (Social Emotional Learning)
- ‘Life Education’ and ‘Family Life’ programs
- Social Justice activities
- School assembly presentations
- Student Representative Council
- School Counsellor

**STUDENT SATISFACTION**

In the 2013 School Improvement Survey, students recorded their highest satisfaction response to aspects of student motivation (59%) and connectedness to school (45%). An interesting aspect of this data is that the students connectedness to peers decreased by 17% from 52% in 2012 to 35% in 2013.
Leadership & Management

Goals & Intended Outcomes

- To build a school culture that is characterised by a shared vision, professional collegiality, and continuous improvement.
- That leadership capacity is developed to lead deep professional learning for improved student outcomes.

Achievements

- The leadership team reflected each sphere of the School Improvement Framework and continued to work towards a more distributive leadership model.
- Clear staff expectations have been provided through staff induction procedures.
- Maintenance and use of all learning areas, including the Berchmans Centre and ICT lab.
- Continued to update the ICT infrastructure.
- Professional learning for teachers around Integrated Catholic Online Network (ICON).
- School Leadership team continued to meet and address the goals in the school’s annual action plan.
- The staff appraisal process continued and staff met with the Principal regularly to discuss future personal and professional goals.
- Professional learning for all staff continued to be a high priority that complements our School Improvement Plan.
## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2013

Catholic Education Office Melbourne (CEOM) Learning and Teaching in a Contemporary Catholic School
CEOM Experienced Literacy Leaders Coaching for Literacy Improvement
CEOM P-2 Literacy Assessment Progression of Reading Development for Leaders
CEOM P-2 Literacy Assessment Progression of Reading Development for teachers
CEOM P-2 Literacy Assessment Progression for teachers
CEOM Deepen the Learning, extending the experience
CEOM Mathematics Leadership Cluster
Supporting Allocated New Arrival teachers CEOM
CEOM The Literacy Assessment Project Ongoing Network
P-6 Literacy Leaders Cluster Southern CEOM
Reading Recovery Professional Learning CEOM
Italian Language Network CEOM

Administration Conference CEOM
Administration Network PD CEOM
Principal Network
Deputy Principal Network
Student Services Network
Learning and Teaching Network Meetings
Religious Education Leader Network Meetings
LNSLN Online Briefing CEOM
ERIK – Enhancing Reading CEOM
PERI – Phonological Early Reading Instruction CEOM
Student Wellbeing Leaders
First Aid and Anaphylaxis
Emergency Management
Diploma of Catholic Education Primary Administration
Finance Education meeting
Personalized Learning
CEOM Wellbeing and Community Partnerships Conference
Mandatory Reporting
CEOM Restorative Practices

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$3,000</td>
</tr>
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</table>
TEACHER SATISFACTION

The 2013 School Improvement Survey results indicate improvement in appraisal and recognition. The results highlighted a strength in student behavior but indicated that student motivation had decreased:

Student Behaviour (Classroom) – 75% an increase of 5 % from 2012.
Student Behaviour (School) – 77% an increase of 4 % from 2012.
Student Motivation – 54% a decrease of 15 % from 2012.

Teachers also indicated that they value learning, teamwork, empowerment and participation in decision making processes.
School Community

Goals & Intended Outcomes
To build the capacity of St Mary’s as an outward facing community.
- Closer links are made to enhance student learning in the global village.

Achievements
The introduction of planned Sunday Parish Masses has enabled more children to attend mass on the weekends.

We have been able to increase parent participation at whole school events.

We introduced a whole school Grandparents/Special Friends day, in which over 200 friends worked with the children for the morning.

We meet regularly with the Community Leaders from CBC and PCW to make closer links with the communities.

Through the fortnightly newsletter we have increased communication to parents. The newsletter is sent out via email and can be accessed on the St Mary’s website.

Students from Years 3-6 visited the Armitage Aged Care Facility in second semester to sing and communicate with the elderly residents.

Friends from Wanailiri Catholic Primary School in Gibb River visited our school as a result of the links that have been made through our Indigenous Cultural Extension Group.

The use of student portfolios enables parents the opportunities to see more student work. In Years 3 – 6 we introduced Electronic Portfolios.

We have been able to acknowledge regularly the parent support of activities through the newsletter, at assemblies and at relevant social functions.

PARENT SATISFACTION

Parent satisfaction in 2013 was mainly related to the students’ behaviour and engagement, particularly in the areas of positive relationships and social skills:
- Connectedness to School – 95 % an increase of 17 % from 2012.
- Student Safety – 91% an increase of 16% from 2012.
- Student Connectedness to Peers – 100% an increase of 4 % from 2012.
- Social Skills – 100% an increase of 10 % from last year.

These results have continued to improve over the last two years.

They also recognised the value of the stimulating learning provided and the transitions from pre-school and into secondary colleges.

Some parents have indicated their disappointment with the student reporting system. In 2013 we changed the reports to be more personalised.
## Financial Performance

### REPORTING FRAMEWORK

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<tr>
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<th>MODIFIED CASH</th>
<th>$</th>
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<tbody>
<tr>
<td>School fees</td>
<td>Tuition</td>
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<tr>
<td>Other fee income</td>
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<td>146,981</td>
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<tr>
<td>Private income</td>
<td></td>
<td>38,626</td>
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<tr>
<td>State government recurrent grants</td>
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<td>488,089</td>
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<tr>
<td>Australian government recurrent grants</td>
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<td>1,493,292</td>
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<td><strong>Total recurrent income</strong></td>
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<td><strong>2,345,632</strong></td>
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### Recurrent Expenditure

<table>
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<tr>
<th>Recurrent Expenditure</th>
<th>Tuition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
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<tr>
<td>Non salary expenses</td>
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<td>383,190</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<td><strong>2,052,656</strong></td>
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### Capital income and expenditure

<table>
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<th>Tuition</th>
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<tr>
<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><strong>Total capital income</strong></td>
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<td><strong>67,896</strong></td>
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<td><strong>Total capital expenditure</strong></td>
<td></td>
<td><strong>26,876</strong></td>
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<table>
<thead>
<tr>
<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
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</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
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<tr>
<td><strong>Total closing balance</strong></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.
Future Directions

Education in Faith
Develop stronger Faith Inquiry units.
Develop stronger uses of the Religious Education Tracking tool for assessment and planning purposes.
Build stronger capacities of teacher’s use of scripture.

Learning and Teaching
Build teachers knowledge and capacity within the use of the AusVELS – Australian Curriculum.
Develop a planning framework for the Faith Inquiry units.
Develop stronger processes on assessment and how to use data to inform Learning and Teaching.
Introduce a Number Intervention Program for Years 1 – 6.

Student Well Being (SWB)
Continue the development of the Prep orientation program.
Train staff with Circle Time.
Plan the implementation of Restorative Practices (new discipline policy) for 2015.
Continue to promote a relationship with City of Port Phillip and the ‘Walk to School’ initiative.
Continue to foster the Seasons (Grief) program.

School Community Relations
Introduce a community team of volunteers to assist with the school concert.
Support and develop closer links to the Parents and Friends committee.
Explore stronger opportunities for St Mary’s as an outward facing school especially connecting with Christian Brothers College (CBC) and Presentation College Windsor (PCW).
Parent Class representatives in each Year level to be responsible for the organisation and implementation of a whole school event once per year.
Students participate more in Sunday liturgies on a more regular basis. Juniors (P-2) to organise and participate in a Mass in Term One, Years 5-6 to organise and participate in a Mass in Term 2, Years 3-4 to organise and participate in a Mass in Term 3 and all year levels participate in the Christmas Eve Mass.

Leadership and Management
Build the Leadership capacity of all Leadership team members.
Work in School Improvement Sphere Groups more frequently.
Audit the St Mary’s Vision Statement to ensure that it is enacting Gospel Values.
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<td><strong>YR 03 Reading</strong></td>
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<td>96.4</td>
<td>-3.6</td>
<td>100.0</td>
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<td><strong>YR 03 Numeracy</strong></td>
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ANNUAL REPORT TO THE SCHOOL COMMUNITY

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>95.99</td>
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<tr>
<td>Year 2</td>
<td>95.96</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.87</td>
</tr>
<tr>
<td>Year 4</td>
<td>97.56</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.74</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.14</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.71</td>
</tr>
</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate | 94.59%

STAFF RETENTION RATE

Staff Retention Rate | 84.21%
### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>12.50%</td>
</tr>
<tr>
<td>Graduate</td>
<td>18.75%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>75.00%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>43.75%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>25</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>22.900</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>4</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>2.659</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>