



2016 Annual Report to the School Community



Registered School Number 0584

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Contact Details

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Minimum Standards Attestation

I, **Brendan Atley**, attest that **St.Mary's Primary Echuca** 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

...a faith community, learning together, building the Kingdom of God

St Mary's Primary School has served the communities of Echuca Moama in the education of students since 1887. Founded by the Brigidine Order and ministered to by the Augustinian Order for over 100 years, our school carries forward the spirit and vision of these men and women with the commitment and support of all within our school community.

In our community we believe:

Education concerns the development of the whole person spiritually, academically, physically, socially and emotionally.

Catholic faith traditions are integral and relevant to the life of our school Gospel values and social justice underpin our value system.

In life long learning in an ever changing world.

Promoting learning that is purposeful and connected to real world situation, where learners embrace challenge and celebrate diversity

Meaningful partnerships with parents / guardians are essential

Graduate Outcome

So that students who graduate from St Mary's will

live their lives according to Christian values within the Catholic Tradition

- be responsible citizens, promoting peace and justice
- respect all life, including the environment in which we live
- have the passion and confidence to be liberated learners; actively engaging inquiring, reflecting and problem solving.
- have a strong foundation in academic and social skills
- have a strong sense of self worth and the worth of others
- be filled with faith and hope for the future.

School Overview

St. Mary's school was relocated to West Echuca from central Echuca in 2009 with an enrolment of 350. The newly constructed buildings were purposefully built to provide innovative and contemporary learning opportunities for students. Enrolments continue to be strong with Foundation (prep) intakes facilitating the need for a 4th class group for the second year running. At the end of 2016 we find ourselves with an enrolment of 499 and planning for 550 in 2017. New buildings and extra staffing continue to be planned for as well.

As a faith community we celebrate regularly at class masses, assemblies and the diocesan %Source of Life Program+supports our curriculum. There is a strong sense of community evident and parents are actively involved at many levels.

The school is promoting Professional Learning Communities and Teams, encouraging teachers to work collaboratively to develop skills and knowledge that will enable them to provide highly engaging classroom practice.

The school continues to focus on middle school leadership encouraging teachers to lead and engage in new and focussed initiatives.

The school continues to develop an Investigative Inquiry approach to learning across the school and encourages children to be active participants in the learning process.

The investment in technologies is significant and smart boards/apple TV are available in each area. Macbooks are available to students across the school with the 5/6 class having access to one each. The Foundation have the use of ipads and the whole school wireless network supports the ICT and E-Learning initiatives.

Student wellbeing is included in every action plan. The Positive Behaviour in Schools (PBIS) continues to provide us with the strategies to be Respectful, Safe and Responsible. There is also a significant focus on supporting children with need and a special education co-ordinator and speech pathologist provide expertise and advice to teachers and parents.

Effective communication to parents remains a priority. The Learning Conversations support the reporting process allowing for appropriate learning and social goals to be established by parents, teachers and students together.

The School offers a comprehensive and varied curriculum, which is inclusive of specialist Performing, Visual Arts, Physical Education, Science and Indonesian subjects.

The school's five year Future Direction Plan continues to inform the decision making at many levels.

St. Mary's takes great pride in its ability to provide for the needs of many. It has a commitment to best Learning and Teaching Practice and is very well supported by the Catholic Education Office Sandhurst.

Principal's Report

The Annual Report to community is an opportunity to reflect on and highlight key decisions, events, achievements and happenings of the 2016 school year.

We are blessed with a terrific staff that gives so much of themselves to ensure all children are well cared for. Each year we introduce new staff members to our community as enrolments continue to rise. I celebrate the efforts of all staff but acknowledge the importance of the non-teaching staff to our school. Staff are continually working and learning from each other to develop professional understandings that lead to improvements. Growth Mindset, Feedback and Goal Setting were common threads and Inquiry Mindset (Numeracy) was a whole school focus. Petra Teggelove was unwell for a significant part of the year and she was sorely missed but the leadership capacity of other staff was obvious in her absence. I thank Angela Finn (acting deputy) and all staff for their support at this time.

St. Mary's has a long and proud history of community and the school is proudly Catholic. The students celebrate Masses and ceremonies with respect and reverence. There is a strong sense of Catholic Identity evident in our daily lives and staff is well supported by the Religious Education coordinator Angela Finn and Parish Priest Des Welladsen. Connections to Parish are promoted and encouraged through weekly class/parish masses in the Auditorium and whole school/community Masses in the Parish Church. A 500+ enrolment has had us move mostly to Church Community Masses in 2016.

We continue to explore innovative and progressive use of technologies. The Simon management program supports daily organisation, behaviour tracking and parent communication. The school app, twitter, PAM and the Communities' facebook page allows for ease of information sharing. In 2016 we asked our parents to commit to giving a response to the goal setting via PAM. This level of feedback and engagement from our parents is going to be critical to the success of the reporting process.

Parents are contributors on so many fronts. There is a very strong culture of community here at St. Mary's. I thank and congratulate all Parents and Friends contributing to the life of the school, in particular I acknowledge those taking on lead roles. The Parents and Friends have contributed well in excess of \$30000 to ensure that we offer quality resources for all children. The School Board members are to be commended on their commitment and willingness to promote the Future Directions' Plan. I thank Selina Handley (Outgoing School Board Chairperson) for her leadership and commitment to the role.

In 2016 we added two new classrooms and we welcomed 4 Foundation classes for the second year. Future planning for these groups will include further building. We have applied for a Capital Grant to assist us in providing for this growth.

We continue to reshape and develop our school on many fronts. We have a clear vision for improvement and development and we are motivated by our successes. We know that a successful school has high expectation in all areas of its operation. In 2016 after 6 years as principal of the school, I can see that we are continuing to make terrific gains. I celebrate the efforts of the children and believe we have a culture where children are striving to be their best in a safe and happy environment.

I look forward to the future with hope and confidence.

Brendan Atley (Principal)

School Education Board Report

It is with great pleasure that I report to the St Mary's School Community on behalf of the Board.

In 2016 the Board consolidated its role and membership, and continued the exciting and significant discussion around strategic, long-term planning for our school and community. The Board consisted of myself, Vince Fusti, Nick Ritchie, Brendan Shingles, Kirrilee Westblade, Daniel Irwin, Brendan Atley and Fr Des Welladsen. I would like to take this opportunity to thank all Board members for their passion and input to the strategic direction of our school and the well-being of our children over the past year.

Throughout the year we remained committed to our school's Future Directions plan, and we continued to be guided by CoSSL's five key drivers, being Catholic Identity, Learning and Teaching, Leadership, Stewardship of Resources and Pastoral Well-being. This year the CEO reviewed our performance in relation to Catholic Identity. Both Petra Teggelove and Angela Finn took on the responsibility of collecting the data and stories, and preparing the material for the review. We thank them for their professional and tireless contribution to not only the review process, but their work in imbuing our school with a truly catholic identity in everything that we do and strive to achieve. We should all be proud of the glowing report our school received.

Many changes and innovative developments occurred in our school during 2016. I wish to highlight just a few:

“ Our school grew to approximately 500 students over the year, and we welcomed the introduction of 'straight' year 3 and year 4 classes. There is no doubt that the prep, Year 1 and Year 2 students have reaped the many rewards of straight classes, and so the decision to create straight year 3 and year 4 classes was an easy one. A decision was made late in 2016 to provide straight classes for the 2017 year 5 and year 6 classes. Our physical school environment has lent itself to being transformed according to our needs, and continues to do so in light of a larger school population. We are still investigating our open space options.

“ We focused on assisting students with their individual goal setting this year, and began to utilise the PAM software to assist in engaging parents and guardians with their students' educational journey.

" Staff have continued to grow and support one another over the year, attending various in-services and professional development opportunities. Our students have also achieved growth in their learning and their mindsets. All results point toward improvement in our students as a result of our improved teaching methods and practices.

" The government became concerned with student safety at school, and accordingly policies and procedures were implemented. This created a level of red-tape that at times was extremely onerous, however, the philosophy behind making our schools safer places is sound and deserves our continued attention. One obvious change is the erection of a high fence to secure access to our school grounds.

" As a Board, we continued to grapple with the question "How big do we want our school to be?" in terms of numbers of students. We considered both the physical space that we have, and what is best for our children. This conversation is ongoing, and as our Future Directions plan comes to an end in 2017, the Board will be focusing on strategic planning and developing a formal plan for the next five years. All families were asked to contribute their five (or so) "highlight words" that encapsulate what they value in our school.

The Board wishes to thank all members of our community and our various school committees for their hard work and passion throughout 2016. We thank the P&F Committee for its continued support and financial contribution to the betterment of our school. We particularly thank retiring Board members Nick Ritchie and Kirilee Phillips for giving up their time to serve our school and providing insightful and timely counsel throughout their time on the Board. We look forward to welcoming the new Board members for 2017.

I too will be hanging up my boots as chair of the Board, and am very excited to pass the baton to Vince Fusti. I have no doubt that the Board will be in safe hands with Vince at the helm: he is a strategic thinker; a man of action; and is extremely organised!

We look forward to an exciting and challenging 2017.

Selina Handley (Board Chair)

Education in Faith

Goals & Intended Outcomes

Building the Kingdom of God through developing and deepening the spirituality of all within our school and community.

To prepare for our Catholic Identity Review - raising awareness within staff, parents and students of our Catholic Identity and its importance.

To plan and celebrate meaningful experiences of spirituality, prayer and reflection for staff, students, and broader community.

Grow and enhance faith and spirituality for students staff and families

Achievements

Weekly Parish Masses at St Mary's school. Two classes at a time prepared for and attended the Mass of a Thursday morning. This enabled teachers to encourage and support each other whilst planning Masses. Solid numbers of parents attended these Masses, particularly when they had been given forward notice and invitations to attend. Once a term whole communities would be bussed to St Mary's Church for Mass. This gave students [and their parents] an opportunity to celebrate in the parish church; as whole school Masses were shifted to the school Auditorium due to lack of space in the church.

Students, across all grade levels continue to be extremely eager to participate in a variety of ministries for these Masses and rituals. We continued to receive positive feedback in regard to whole school liturgies and rituals, planned to maximize participation and engagement. Staff, parents and students were all involved in preparing for our Catholic Identity Review. Parents were asked to fill in a survey [online or paper] that fed back interesting data. Students were asked to brainstorm about what Catholic Identity at St Mary's School looked like, sounded like and felt like. their responses showed a good understanding of our Catholic Identity. Staff also participated in a professional development day around Catholic Identity lead by Kylie Smith.

The teaching of Religious Education was enhanced through Professional Development in the Shared Christian Praxis as the primary methodology. A professional development session on Shared Christian Praxis was held as a whole staff. New staff unfamiliar with the Shared Christian Praxis methodology, attended a Professional Development day facilitated by the Catholic Education Office.

A small number of staff attended the PD . Exploring the Bible Through Inquiry with Shaun Healy and presented ideas and knowledge gained through a staff meeting.

St Mary's demonstrated the importance placed on Religious Education by having set times for the planning of Source of Life units in learning areas, whereby someone with extra expertise was present to guide the process.

A process for renewing our Identity Statement, Vision and Graduate Outcomes was embarked upon involving staff, parents and students.

7 staff members were supported in studying for Accreditation to Teach RE in a Catholic School. Regular meetings were held for staff to discuss their various assignments and receive some tutoring if required.

Christian Meditation and the resource *We Pray As One* continued to be used regularly for prayer in the Moore [senior] and Brennan [middle] Learning Communities.

The Whole Staff Spirituality Day, facilitated by Mr Joseph McCarthy was held on the first day of Term 2. It was held off campus and received unanimous acclaim. The topic When Does Night Become Day helped staff to explore the meaning of Easter within our daily lives.

VALUE ADDED

Monthly *Come and See* Masses, initiated by St Mary's parish in 2015 continued throughout 2016. These Masses are warm, informal and engaging. A number of Staff, students and parents continue to respond well to this project and many have been involved in one way or another.

A concerted effort was begun to involve parents in our school liturgies so that they would see themselves as participants and not simply observers.

FIRE Carrier Covenant . bollards for local indigenous elders. FIRE carriers installed.

Celebrating our Brigidine & Augustinian Charisms . Marking date of Brigidine's arrival in Echuca; Augustinian and Brigidine Awards for Gr 6 students who demonstrates the Augustine and Brigidine values; and banners displayed for the four founding Brigidine sisters: Moore, Brennan, Healy and Hayden.

Celebrations of our four Team's feast days . St Brigid, St Joseph, St Anne and St Augustine. Relevant, engaging whole school liturgies.

Learning & Teaching

Goals & Intended Outcomes

To grow and enhance faith and spirituality for students, staff and families.

To grow and enhance courageous learners from P-6 in a safe and challenging environment

To implement an ongoing goal setting and feedback strategy to improve student outcomes

Achievements

St Mary's bases all curriculum on the Victorian Curriculum covering all domains and consists of integrating all learning areas through an Inquiry/Investigation Learning approach. Our curriculum encompasses Religious Education with faith development, Christian Praxis, scripture knowledge and social justice incorporated in all areas of the school life. The literacy and mathematical programs emphasis explicit teaching using information gained from ongoing assessment and data analyse. Students explore The Arts (drama, music & Visual Arts), Physical Education, L.O.T.E and Social and Emotional Learning through specialist programing.

St Mary's school is committed to individual student's learning where they are both supported and challenged in all key learning areas and where students experience ongoing success. The school caters for varied learning styles and encourages students to take responsibility for their own learning. St Mary's approaches ongoing assessment of student learning through goal setting and feedback which is shared with parents. This approach aims to acknowledge and respond to individual learning needs.

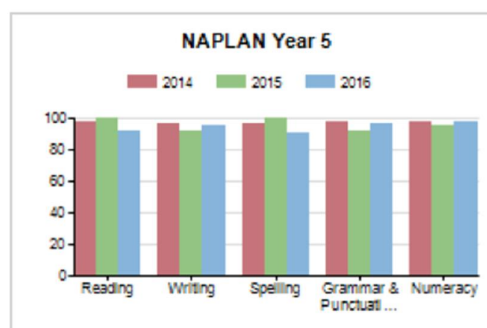
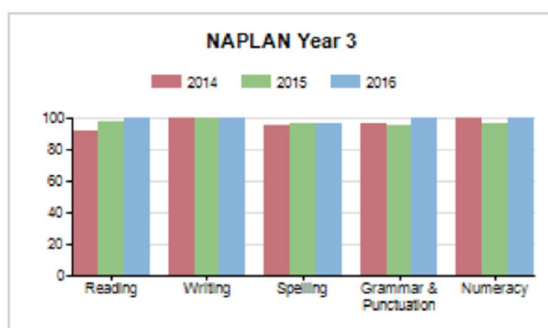
Students who require additional support are identified and supported both in the classroom and with intervention programs that are monitored through rigorous and ongoing data analysis. St Mary's promotes in the moment intervention through focused teaching groups by both our Learning Enhancement Teachers (LETS) and classroom teachers.

Technology at St Mary's supports the 21st Century learning pedagogy and has been developed throughout the school with the continuation of the 1:1 laptop program in the senior area. The Yr. 3/4 area is provided with 1:2 lap tops. The Yr. 1/2 a 1:3 program and the Prep year level has the use of i-pads. All classrooms are fully equipped with Interactive Whiteboards and staff are supported by our e-Learning co-ordinator engaging in professional development to support current best practice in technology.

2016 NAPLAN data indicated that 100% of our Yr 3 students met the minimum standards in reading, writing, grammar and punctuation and numeracy, 97% of students reached minimum standards in spelling. All areas showed an increase from previous years. The Year 5 data indicated more than 90% of students were above minimum standard in all areas tested. Writing, grammar and punctuation and numeracy should improvement from previous year.

2016 F-2 Literacy Data showed improvement in year levels. 87% of Foundation students achieved a reading accuracy level of 5 or above, 85% for Year One students achieved an reading accuracy level 15 or above and 90% of Year 2 students achieved a reading accuracy level of 28 or above.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	92.2	98.4	6.2	100.0	1.6
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	95.3	96.8	1.5	97.0	0.2
YR 03 Grammar & Punctuation	96.9	95.2	-1.7	100.0	4.8
YR 03 Numeracy	100.0	96.8	-3.2	100.0	3.2
YR 05 Reading	98.1	100.0	1.9	91.9	-8.1
YR 05 Writing	96.2	91.8	-4.4	95.1	3.3
YR 05 Spelling	96.2	100.0	3.8	90.2	-9.8
YR 05 Grammar & Punctuation	98.1	91.8	-6.3	96.7	4.9
YR 05 Numeracy	98.1	95.7	-2.4	98.3	2.6



Year 3 Reading, Spelling, Grammar and Punctuation and Numeracy data has all shown improvement over the past three years. This is a result of intensive and intentional planning at both a classroom and leadership level.

Year 5 data indicated improvement from 2015 data in writing, grammar and punctuation and numeracy. Overall achievement was lower than 2014 data however measures have been in place with this cohort to ensure relative growth is maintained.

Student Wellbeing

Goals & Intended Outcomes

To promote a safe and happy environment which makes it possible for all to contribute to a culture that fosters inclusiveness, positive relationships and wellbeing.

Achievements

St. Mary's is committed to the wellbeing of all in our school community. Positive Behaviours and Intervention Support (PBIS) has continued to be the framework for ensuring a salutogenic outcome for students, staff and parents. The expectations of respect, responsibility and safety, known and practised, has seen a significant decrease in classroom, playground and first aid referrals.

St. Mary's takes pride in a positive, productive community. This has been a strategic intention during 2016. Communication to parents, staff and students is vital and continues to improve. Parents are able to access information through newsletters, school website, Simon, Pam, Community newsletters (add To). We also acknowledge that some families do not have access to the internet so other arrangements for communication dissemination are made.

Members of community, including staff, parents and students in need of wellbeing support are identified through weekly wellbeing team meetings. Attendance, behaviour reports and first aid data is gathered and discussed. Trends and needs are identified and supported. Our PBIS blitz and social and emotional classroom teaching is a direct result of data.

Students with needs, beyond the capacity of our team and staff, are referred to the CEO wellbeing team for assessment. Parents are encouraged to obtain a mental health plan from their child's doctor if we deem necessary.

The wellbeing of our staff continues to be a high priority. Staff members in need of mental health support are encouraged to avail themselves to ACCESS through CatholicCare; a free Support Service which offers confidential and professional assistance to staff as well as their immediate family.

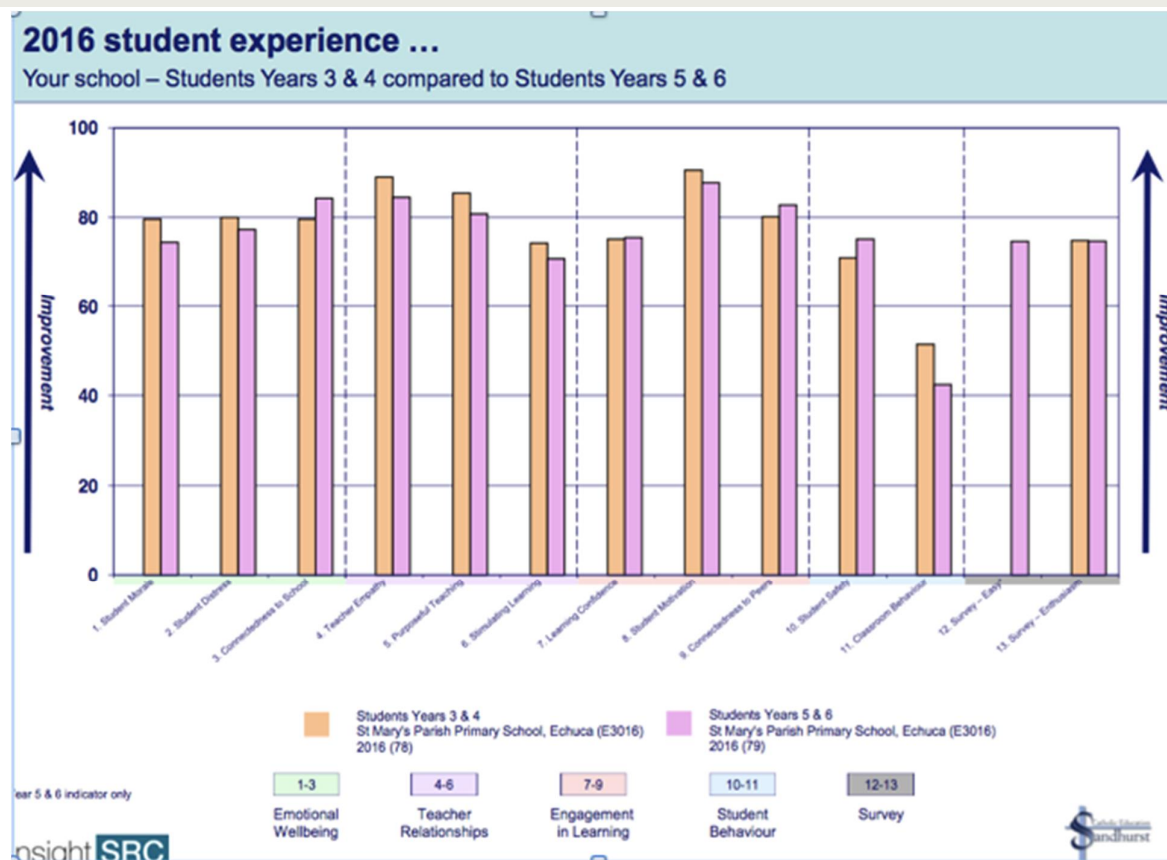
We continue to strive to build the kingdom of God with our daily interaction with others to promote respect, justice, forgiveness, self worth and dignity for all. We acknowledge the complexities of school life but feel confident that through our wonderful school community and Pastoral Wellbeing our children will feel happy and safe.

VALUE ADDED

Tea and Tissues .Prep parent luncheon .New students morning tea . Seasons for Growth . Kids Matter . Care Meals . Family Liaison home visits . Welcoming BBQ . Fathers' Day breakfast . PBIS weekly blitz . Weekly playgroup.

STUDENT SATISFACTION

The year 3/4 students were surveyed for the first time adding data to the year 5/6 results. The below graph shows a consistency that allows us to identify areas for celebration and improvement. We celebrate the consistency mostly. In 2017 we are very keen to have more student voice and for teachers to seek the feedback from their students. This will include the younger students as well. The results show high levels of motivation and engagement in the learning process and the relationships are healthy. The lower classroom behaviour graph result is in fact healthy as the prompts are along the lines of, "Other kids distract me in class". A low score is pleasing here. We are pleased with these results and we will continue to build on the strengths whilst attending to any identified areas for improvement.



Child Safe Standards

Goals and Intended Outcomes

- St Mary's has completed the VRQA Compliance Self-Assessment and Action
- The VRQA Compliance Self-Assessment and Action Plan will be revisited in 2017 to monitor our implementation and compliance with ministerial order no.870
- St Mary's will use as its statement of philosophy and how it addresses Child the CECV Commitment to Child Safety
- Implement a Child Safe policy, Code Of Conduct, procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards
- Identify strategies to identify and remove risks of child abuse
- Promote child empowerment and participation

Achievements

- St Mary's has completed the VRQA Compliance Self-Assessment and Action
- Developed policies on Child Safety, Engaging Volunteers, Engaging Contractors, Failure to Disclose, Failure to Protect, Grooming, Mandatory Reporting and Working with Children Checks. These are all on the school web site and available to parents.
- The whole community has received a copy of the CECV Commitment to Child Safety statement.
- The school uses the guidelines as set out by CECV for employing new staff.
- Staff have participated in whole school professional development sessions on Child Safe
- Volunteer information sessions have been offered to inform all volunteers of their responsibilities when volunteering at St Mary's.
- Information and induction videos have been put on the St Mary's web page to inform parents and volunteers of these responsibilities.

Leadership & Management

Strategic Direction

Leaders of Learning through Collaborative practices, sharing of knowledge; recognising talents in the pursuit of improved learning outcomes for all students.

Intended Outcomes

To promote and monitor the 4th year of the 5 year strategic plan.

To promote collaborative leadership models at many levels within our school.

To develop understandings of Sandhurst Governance structures—at Board level.

To improve communication opportunities for parents using the technologies available.

☐To promote Instructional Leadership at many levels. Mostly at middle leadership level.

Achievements

Further development of Professional Learning Communities as leaders of learning. Meeting structures defined and focused learning the priority.

Middle leaders were released termly to workshop on relevant leadership skills. This was an effective way to promote consistency in Leadership.

The continued investment in Learning Conversations has enabled teacher, parents and students to set appropriate learning goals.

The School Board continues to explore the SSEB Charter for Governance and Cossi Charter of Sandhurst school improvement)

Student leadership was revamped in readiness for 2017. The social justice/catholic identity team were inspirational in their efforts to support Caritas.

Future Directions- Key Dimensions

1: Catholic Identity

4: Pastoral Wellbeing

2: Leadership

5: Stewardship of Resources

3: Learning and Teaching

We have identified under each dimension key actions. Staff have developed specific annual action plans to ensure the Future Direction charter is attended to. School Board monitors these.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

STAFF PROFESSIONAL LEARNING	STAFF	TIME (Days)	STAFF PROFESSIONAL LEARNING	STAFF	TIME (Days)
Child Safe	3	1	Reading Recovery	1	3
Ann Downton Maths	4	1	Wellbeing Workers	1	1
Professional Learning Curriculum Planning	23	4	SIMON Training	3	4
Inquiry Mindset	8	5	Autism	2	1
Indigenous Network Day	1	1	Exploring the Bible Through Inquiry	3	1
Graduate Conference	5	2	R E Accreditation	7	2
REC Network Day	1	2	Leadership Program	2	3
Deb Sukarno Spelling	1	1	GAPE	5	2
Finance	1	2	Principals Conference	1	5
Visual Arts	1	1	Visual Arts	1	2
School Officers Conference	2	2	Religious Education	1	1
Source of Life	4	1	RE Sandhurst Network Day	1	2
C.I Review	2	1	Modules/ Staff meetings	36	8

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

33

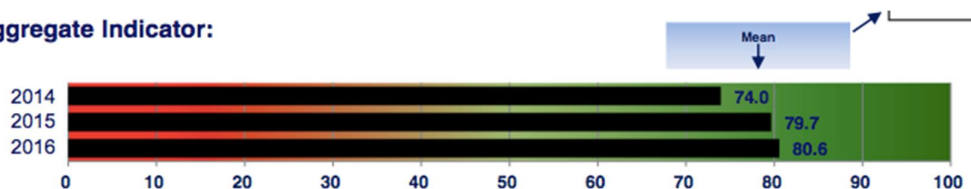
AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1300

TEACHER SATISFACTION

The results have teachers feeling very satisfied in their roles. They believe morale is high and they appreciate the sense of teamwork that is in place. Work demands and levels of stress are at accepted levels. Staff feels a sense of empowerment and ownership. In almost all surveyed indicators the % viewing things as favourable are between 90 and 100% of staff. The lower figure around receiving regular feedback is something for the school to work on. This is being addressed by adjusting Annual Review Meeting processes and giving middle leaders more responsibility. The continuing improvements in these results are very pleasing considering the significant enrolment intake over the past 6 years.

Teaching Climate Aggregate Indicator:



School Community

Strategic Direction

Create opportunities as hope filled people to experience what is possible.

Intended Outcomes

To foster and develop a sense of pride in our school. To be relational and welcoming in community.

Achievements

Many of the events listed in value added section of the wellbeing domain are community oriented. These events build community and for a long time this school has celebrated this.

The school ball was another major event and the golf day is a highlight in the community. The School Fete was a wonderful celebration of community coming together. Parent classroom reps supporting teachers. Community members help in reading and library on a regular basis.

The Home School Liaison staff member is continually supporting families in need and making sure that new members to the community are welcomed and cared for.

Future Directions

In 2017 Numeracy will continue to be a focus. Writing will be a focus in 2017/18

Goal setting as an integral component of improved reporting to parents, will be a focus.

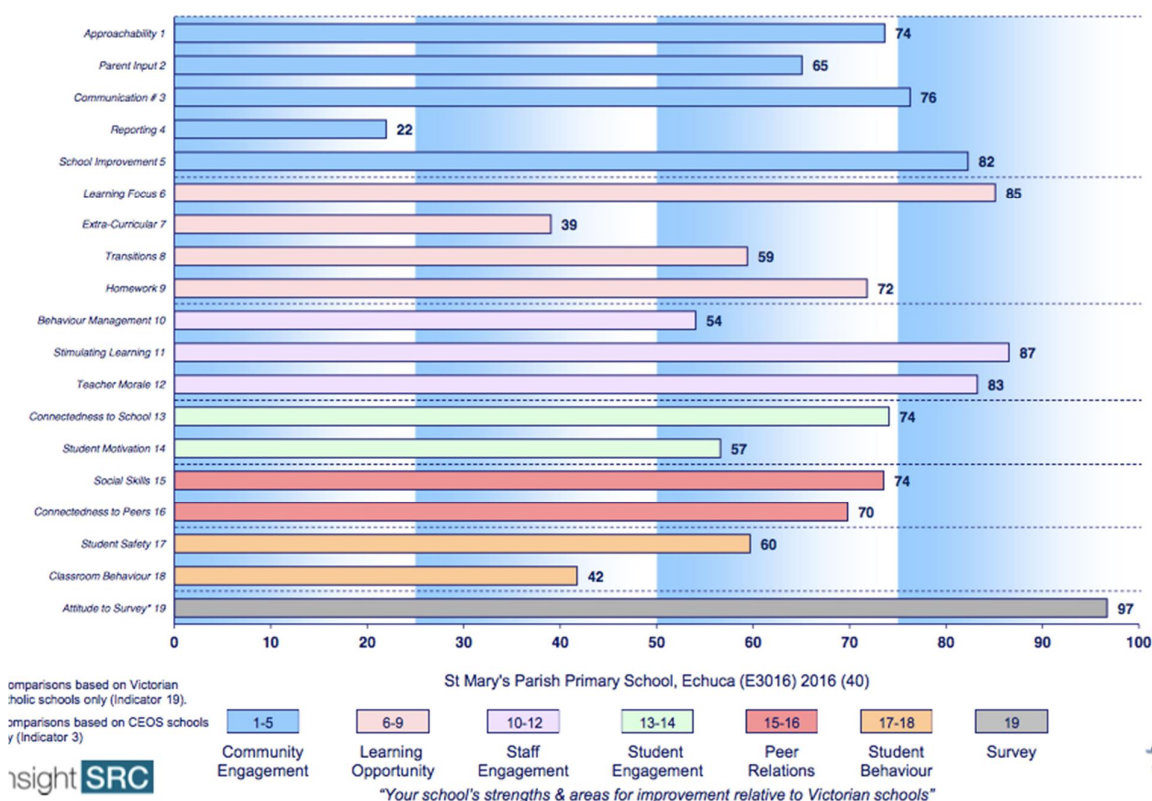
In 2017 we will endeavour to gather more student voice data to assist our teaching practice.

In 2017 new identity statement, new vision statements and new graduate outcomes will be developed and planning for a 2018 launch of a new three year futures plan will be undertaken.

Further building of classrooms will continue in 2017

Extensions to playground areas to include extra playground equipment and an artificial turf play space.

2016 parent opinion – percentiles ...



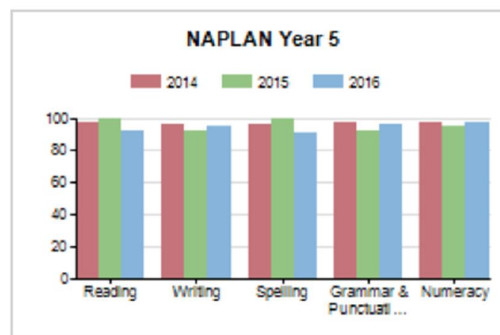
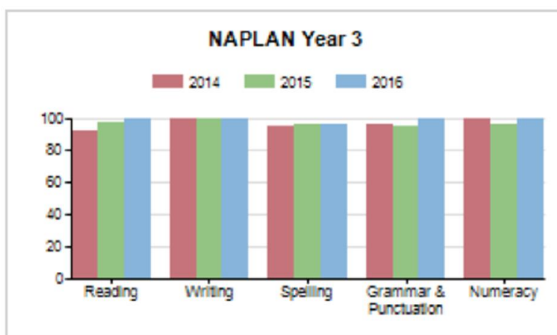
PARENT SATISFACTION

60 people were randomly selected to give the above information. We can see that overall confidence and satisfaction levels are healthy and the data builds on the previous years. The lack of satisfaction around reporting remains and we are addressing that with a stronger emphasis on parents being involved in goal setting and feedback processes. The parents surveyed see the school improving and they value the relationships that are evident. The lower Classroom behaviour graph is a good result suggesting that poor behaviours are not disrupting learning. We will plan for this. Feedback from Parents and School Board confirms high levels of satisfaction.

VRQA Compliance Data

E3016
St Mary's School, Echuca

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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y02	90.91
Y04	92.23
Y06	91.93
Y03	92.55
Y05	92.18
Y01	91.89
Overall average attendance	91.95

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.04%

STAFF RETENTION RATE	
Staff Retention Rate	90.32%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	9.09%
Graduate	9.09%
Certificate Graduate	4.55%
Degree Bachelor	90.91%
Diploma Advanced	40.91%
No Qualifications Listed	0.00%

Student attendance

Student attendance remains consistent across all class groups and we are satisfied with general trends being in the 91%- 92% range. (see VRQA compliance data)

Non attendance procedures

The electronic roll system allows us to recognise failing attendance rates readily. The Wellbeing team meets regularly to monitor attendance trends. The principal responds to concerning trends by contacting the families to make them aware of their obligations. A formal letter is sent for non- compliance.

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	36
FTE Teaching Staff	26.9
Non-Teaching Staff (Head Count)	10
FTE Non-Teaching Staff	5.3
Indigenous Teaching Staff	0

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](#)

