



St. Mary's Primary Echuca

REGISTERED SCHOOL NUMBER: 0584

2013

ANNUAL REPORT TO THE SCHOOL COMMUNITY



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Minimum Standards Attestation

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

Vision

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.
- ◇ A relevant, balanced and challenging education provides a strong foundation for inspiration and ongoing achievement and success.
- ◇ Meaningful partnerships with parents / guardians are essential
- ◇ Learning together is about inclusiveness . being welcoming and respectful of all.

Mission

Mindful of the circumstances and influences which affect people's lives we will endeavour to be faithful to our core beliefs by:

- ◇ Treating all with impartiality, justice and respect.
- ◇ Implementing a comprehensive, challenging, educationally sound and well resourced Religious Education based on the traditions of our Catholic Faith along with ð ò
- ◇ A comprehensive, relevant and authentic curriculum based on the Victorian Essential Learning Standards (VELS) in keeping with our beliefs about teaching and learning and current educational thinking and research.
- ◇ Modelling, nurturing and celebrating our Catholic faith Traditions.
- ◇ Encouraging all to grow spiritually, live Gospel values and promote action for social justice.
- ◇ Fostering a love of learning, through acknowledging individuality, nurturing talents and celebrating successes.
- ◇ Valuing parents / guardians as primary educators, inviting, encouraging and welcoming their involvement.
- ◇ Fostering effective consultation and communication between school, home and the wider community.
- ◇ Developing and promoting a responsible attitude towards the care of the environment.
- ◇ Providing a safe, happy learning environment, where confidence and resilience can be developed and responsible citizenship promoted.
- ◇ Continually renewing knowledge and skills through personal and professional development.
- ◇ Regularly evaluating curriculum provision, policies, practices and administrative programs.

Graduate Outcomes

It is our expectation 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 confidence, resilience and enthusiasm for living and learning
- ◇ 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.

Full-Time Students August Census 2013			
Year	Male	Female	Total
Prep	33	33	66
Year 1	29	36	65
Year 2	31	36	67
Year 3	30	18	48
Year 4	25	29	54
Year 5	18	27	45
Year 6	24	33	57
Primary Total	190	212	402

School Overview

St. Mary's school was relocated to West Echuca from central Echuca in 2009. The newly constructed buildings were purposefully built to provide innovative and contemporary learning opportunities for students. Enrolments continue to be strong with prep intakes being consistently high over the last four-year period. 2013 our highest intake of 76.

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 respond purposefully in planning and practice to the data they have gathered.

The school continues to develop an 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 smartboards are positioned in each area. Macbooks are available to students and the 5/6 classes have access to one each. 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 introduction of a school app and twitter enable increased awareness of events and activities. The school is committed to having the parents more fully engaged in their children's learning.

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

The 5yr Futures plan was launched. This plan will facilitate and provide for future growth and improvement. It is aligned to the Charter of Sandhurst School Improvement (CoSSi.) The future Directions Plan that will take into account our past, present and future is referenced in all annual action plans.

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 2013 school year.

Staff has proven themselves to be both professional and skilled as they embrace the concepts of Professional Learning Communities and Teams. They are continually working to develop professional understandings that will facilitate improvements. We continue to invest in appropriate professional development in the pursuit of excellence. This year we added a literacy coach to the staff. Teachers are being encouraged to develop as leaders in the hope that we have appropriate levels of expertise across the school. I celebrate the willingness of staff to give so much of themselves to the role. Their level of commitment will ensure that we continue to improve in targeted areas.

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 and staff is well supported by the Religious Education Co-ordinator Christine Sebire and Parish Priest Des Welladsen. Connections to Parish are promoted and encouraged through weekly class/parish masses in the Auditorium and whole school Masses in the Parish Church.

We continue to be innovative and progressive in the use of technologies. The %Simon+ management program supports daily organisation, behaviour tracking and parent communication. With the introduction of a school app, twitter and the Parents and Friends facebook page, information is readily available. I congratulate and thank Josephine Quinlan on her excellent leadership in this field.

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 is to be congratulated on the work it did to develop a futuristic plan for the school. The building of the extra classrooms has begun with two rooms and a staff room completed.

We continue to reshape and develop our school on many fronts. We have a clear vision for improvement and development. I look forward to the future with hope and confidence.

Brendan Atley

Principal

School Board Chairperson's Report 2013

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

I wish to take this opportunity to thank Michael Devlin, our Board Chair of the past six years, for his commitment, passion and unwavering enthusiasm for our school and his role. Michael not only led our Board through some interesting times, he committed his time and expertise to giving St Mary's a voice at the CEO table through his involvement in the development of the CEO's Parent Leadership and Engagement Strategy and providing a profile at various CEO events. On behalf of the Board, staff and families, I thank you Michael for your hard work and wisdom, and I have no doubt that our school is a better place for our children because of the role you played on our Board.

Arguably, the Board's major focus and achievement in 2013 was the finalisation of the future plan for St Mary's. Titled *Future Directions*, our five year strategic plan for St Mary's was launched in May 2013 by Fr Des, our canonical administrator. We were joined at the launch by Mrs Phil Billington, the head of the Catholic Education Office (CEO) in our diocese, who praised our school and was delighted to see that our plan clearly complemented the CEO's strategic direction (based on their CoSSI - Charter of Sandhurst School Improvement). The beauty of our plan is that whilst aligning with the CEO's aspirations, it also encompasses our school's individuality, values and aspirations. I urge those of you who are not yet familiar with our Future Directions to avail yourselves of a copy, and to read it with your children and discuss how well we, as a school community, are meeting the goals we have set for our children, our staff and our families. Thank you to everyone who contributed to the development of our plan. It is a document that will guide us over the next few years, and keep us focussed on what is important to ensure the growth of our children.

Many other developments have occurred over the past year, including but not limited to the following:

- We have had a change of leadership this year. We said goodbye to our Vice Principal Mrs Josephine Quinlan at the end of 2013. Josephine was instrumental in taking our school into the 21st century with her vision and expertise in relation to all things ICT (information and computer technology). Under her tutelage our school saw the introduction of the 1:1 laptop program, the roll-out of iPads for the junior children, and the facilitation of engaging with parents through PAM and maintaining internal recording systems on SIMON. Josephine's expertise in this area and her devotion to the children was greatly appreciated.

We also farewelled Mrs Christine Sebire, who has chosen to spend a year away from the classroom, taking a well-earned sabbatical. Christine provided our children with a truly religious education, and inspired them with her deeply spiritual and engaging liturgies and innovative Godly Play.

Our Board also saw a couple of changes of personnel. Brendan Hogan and Jason Russell both resigned from the Board during 2013. We thank Brendan and Jason for their commitment and contribution to the Board over the past few years.

- As in the past, we again encountered high numbers of prep enrolments. Accordingly, we have increased the available places. The increasing demand for places at St Mary's is testament to the quality education and pastoral care that we provide. In light of the increased enrolments, we applied for and received a Minor Capital Works grant of \$150,000 towards the construction of three new classrooms. These works commenced in late 2013 and are on track to be completed by end of June 2014. These new classrooms will provide the capacity to cater for a total school enrolment of 450 plus children.
- Although not our sole focus, our 2013 NAPLAN results were pleasing. In general, our children are performing better in the key areas of assessment, in no small part due to the effort and flexibility of our teaching staff who are thinking about better ways to meet our children's individual needs. Our Year 5's showed significant growth from their Year 3 results. Obviously, there is always room for improvement across the board.

You will no doubt have noticed that your child is no longer confined to the one classroom with the same teacher all day. Our learning communities move about within their area (and further afield at times) and provide flexibility and student-focused learning opportunities. We are seeing encouraging signs and great rewards for students and teachers through the roll-out of Professional Learning Communities.

As part of our staff development, we introduced a P-2 Literacy Coach into our school. Mrs Debra Vains joined us to provide one-on-one coaching for our staff to assist them with new and innovative ways of meeting our children's needs;

- Our grounds have seen some new developments, including the grassing of the front area, the auditorium entrance has been concreted, the shade areas have been extended, our hot-house has been completed, and we have placed signage at the front reception area.

On behalf of the School Board I would like to take the opportunity to recognise the efforts of our staff, our Parents & Friends, the staff leadership group, and my fellow Board members, for their passion, commitment and sheer hard work. Our school could not operate without these people, and to them all, I say a heart-felt thank-you on behalf of the wider St Mary's community.

Selina Handley - School Board Chair

Education in Faith

Goal

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

Intended Outcomes

- Develop the staff knowledge of the Vision and Mission and Graduate outcomes
- Develop a sense of reverence for liturgical experiences
- Enhance the prayerful celebration of class/parish masses
- Meaningful staff meeting prayer and reflection
- Building an inclusive community.

Achievements

At St Mary's school we are proud of the close links with parish and Fr Des. The weekly parish mass continues to provide tremendous opportunities for children and extended families to have contact with Fr Des and the parish. During 2013 there was a focus on enriching these celebrations and teachers worked closely with the Catholic Identity Leader to build skills and deepen understanding when planning class masses. This has been very successful as teachers and students have shown greater ownership of their class mass and creativity in the sharing of the Word within Mass. They have linked classroom experiences with liturgical experience very effectively, thereby enhancing learning and spiritual experiences for students and families.

Whole school masses and liturgies provide a window into the Catholic Identity of the school. Be they celebrations of liturgical significance such as Ash Wednesday, Easter or All Saint's Day or community celebrations such as Prayers for Reconciliation, all are very strongly supported by the parent and parish community and great reverence and joy is always evident.

Having identified a need to develop richer experiences of prayer for students and teachers, this became a staff meeting focus. Opportunity was provided for staff to have a range of prayer experiences, the Sunday gospels became the focus for staff reflection and different approaches to prayerful response and reflection were explored. This significantly enhanced the prayer experiences for staff and modeled a range of prayer ideas for the classroom.

In celebrating the obvious Catholic Identity of the school it is also very important to acknowledge the quality of Religious Education in the school. In such a time constrained environment teachers must be commended for respecting the important place of Religious Education in the curriculum. They must also be acknowledged for the very successful integration of Religious Education across all learning areas. This approach enables students to see that our faith is connected to all areas of our lives and enables them to make meaningful links with their own lives. This year the whole school focus brought this even more into focus. A great example was the approach to mission units and senior student learning about other faiths in the last term. The building of understanding and outreach to other cultures within our community, nation and world was evident across the school and enabled active expression of faith relevant to life. This

is constantly evident in the senior school where justice issues are constantly approached from the Catholic perspective but cross all subject areas.

We proudly celebrated the commissioning of the Firecarrier Covenant and our new beautiful message stick during Reconciliation Week. It was affirming and encouraging to have great support from the local community and ceremony itself was moving for adults and children. Reconciliation with our Aboriginal community continues to be a challenge in this community and as a school we continue to lead through discussion of Aboriginal issues and story. There is a concerted effort across the school to incorporate indigenous issues across all areas of learning which has resulted in greater understanding and a breaking down of barriers.

Social Justice continues to provide a relevancy and faith based action for our school. The children are generally very passionate about issues of justice and Catholic Identity Leaders are inspired by the Caritas Just Leadership Program, but especially in 2013 these leaders embraced not just Project Compassion, St Vincent de Paul and Catholic Mission but also engaged in ecumenical fundraising in significantly supporting another local church in its provision for housing in Africa.

Value Added

Reconciliation-Firecarrier Covenant and Message Stick commissioned

Positive feedback from community in relation to Catholic Identity messages in weekly newsletter

Greater emphasis on Catholic Identity displays across school

Effective integration between Religious Education Units and Inquiry units, across the school

Emphasis on the role of Grade Six Catholic Identity Leaders and a lift in their profile and responsibility

Enhanced prayer experience.

Learning & Teaching

Goals (Main Focus)

In 2013 our main focus was Responding as Community (to the assessment and data) with a minor focus on effective feedback for teachers of Reading.

Intended Outcomes

To further develop staff data literacy skills to enable a more comprehensive and thorough analysis of evidence/data collected

To use the data collected to plan as a Learning Community to provide better for all children's needs.

To work collaboratively to establish focussed teaching opportunities.

To continue to develop our understandings of effective professional learning teams with a focus on feedback.

Achievements

Teachers planning together and developing clear guidelines and accepted norms to ensure productive and essential outcomes in their Learning Community meetings.

The introduction of a Literacy coach provided critical observations and coaching in the area of reading.

Reading level expectations in the early years have been redefined and as a result increased numbers are above the benchmark.

Early intervention team is being developed with children at risk being identified and provided for more readily.

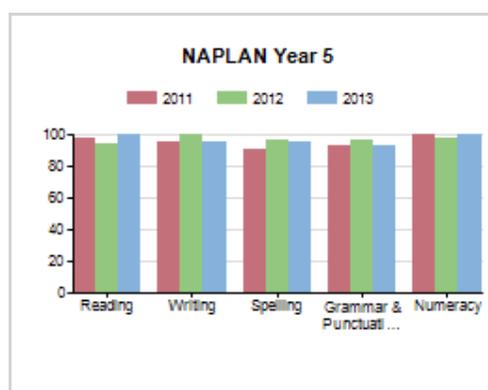
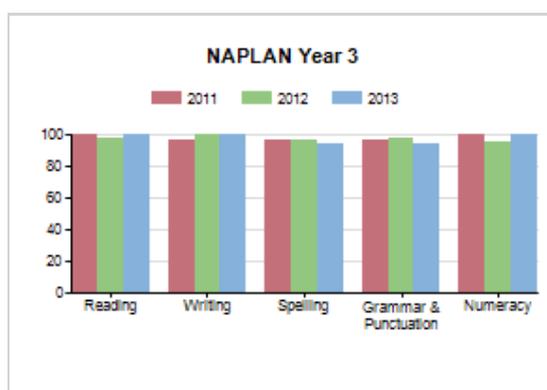
The Focus Group approach at St Mary's is where learning is targeted to the specific skill needs of students. This continued in the year 3-6 areas. The growth in Learning evident in the year 5 NAPLAN was notable. Teacher satisfaction was higher with this approach and the sharing of expertise was evident.

The school continues to be a leader in ICT. The 1 to 1 Laptop Program, use of EDMODO, Mathletics and Reading Eggs continued. The eLearning Leader and the deputy principal continued training with the CEO for the iKeepSafe/Generation 360 program. This program allows for our school to be accredited at varying levels as a school that works to promote digital citizenship across the school inclusive of curriculum, policies and wellbeing.

Specialist subjects of Indonesian, Performing Arts, Visual Arts and PE provided expertise and depth in the curriculum. Teachers were able to plan in units as a result of this approach.

MY School Result

Colour Scheme		Red & Green		Submit		Alternate view: Results in graphs					
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy		
Year 3	407 388 - 426		433 417 - 449		389 372 - 406		394 373 - 414		389 372 - 405		
	SIM 418 409 - 427	ALL 419	SIM 415 406 - 423	ALL 416	SIM 408 399 - 416	ALL 411	SIM 427 417 - 437	ALL 428	SIM 397 389 - 405	ALL 397	
Year 5	507 488 - 525		494 476 - 511		498 480 - 515		495 475 - 515		502 486 - 518		
	SIM 501 493 - 510	ALL 502	SIM 477 469 - 485	ALL 478	SIM 491 483 - 499	ALL 494	SIM 499 490 - 508	ALL 501	SIM 484 476 - 492	ALL 486	



At the year three level the 2013 literacy and numeracy data indicated a slight drop when compared to 2011-12 data. 100% of year threes attained the benchmark. The data indicated that our writing data placed our school above like school. Our spelling and grammar and punctuation were below like schools and this is an area for further intensity.

Yr 5 data for 2013 indicated very pleasing growth in all areas of the NAPLAN assessments. This trend has continued for the three-year period. In reading, spelling and grammar we are similar to like schools but above in numeracy and writing.

Spelling and Numeracy have been named as priority areas for 2014.

Year 1 Literacy Results

Year 1 literacy text level data indicated that 80% of St. Mary's students achieved minimum level of 15. 72% achieved the expected standard of 20. It is worth noting that both the minimum and standard levels of achievement at St. Mary's has continued to rise over the past three years with increases of 16% achieving the minimum and 22% the standard. These are pleasing statistics.

Student Wellbeing

Goals

Promote a safe and happy environment which makes it possible for both students and adults to contribute to the culture that fosters inclusive practice, positive relationships and community wellbeing

Intended Outcomes

To further develop staff social and emotional learning (SEL) to enable a better understanding of the link between the mental health of our children and their learning outcomes.

To gather data around behaviours and use this data to inform decision-making and change.

To use the data collected on Behaviour Tracking to inform decision making to select the most essential learning skills.

To work collaboratively as a whole team to promote positive behaviours and outcomes for all members of St. Mary's Community

Achievements

St Mary's Positive Behaviours in Schools (PBIS) expectations of Being Respectful, Responsible and Safe provided the behavioural framework for the whole school. Our social skill blitzes focused on particular needs identified through our behavioural tracking data on Simon, a web based Learning management system. Data suggested a decrease in playground and classroom and First Aid Incidents.

Social and Emotional learning was explicitly taught in all areas of the school focusing on the skills of organisation, getting along with others and persistence. Teachers reported a positive change in the behaviours of the children when the skills were consistently taught throughout the school.

Students on funding or children not at the expected level were on Individual Learning Plans. These plans operated within the regular context of the class curriculum. ILPs contained a broad vision and goals were gradually broken down into more manageable segments for teaching. Children on ILPs felt part of their classroom cohort while experiencing success in their learning.

Program Support Groups were held for our funded children and our children deemed at risk. Parents, the classroom teacher, Special Education Coordinator, and other professionals met each term to set and monitor goals for each child.

We continued the development of the behavioral management plan throughout the school (PBIS).

Student Support Meetings were held regularly. Flagged children due to academic, behavioural, emotional or social needs were discussed with the Wellbeing Team, Brendan Atley and the child's teacher. Recommendations were made to help manage each child. Children, where needed, were placed on an Individual Behavioural Plan.

Looking after the members of our community continued to be a priority. Care meals were offered to families in need of a night off from cooking, reasons were varied but all recipients of the meals responded with the same sense of gratefulness and appreciation in belonging to a caring community.

Building community has always been a strength at St. Marys. At the beginning of the year we had a whole school barbeque. This event was received well and we had good numbers. This allowed parents to meet their child's teacher as well as other families in the school. We also had a new family morning tea and the prep tea and tissues. Visits to new families or welcoming phone calls were conducted. Parenting education nights were held utilising presenters from Centacare Bendigo. Playgroup was held weekly and parents (although mostly mums) were encouraged to come along for a cuppa and chat. The invitation was to all in our community to ensure inclusiveness. One most memorable occasion for the community to gather was the Art Show.

A strong partnership was developed with St Joseph's College, our Catholic secondary school, where students came weekly to help with activities for playgroup. Other students assisted teachers in classrooms.

Strong partnership was also maintained with the Parents and Friends group with the view to encourage parents/carers to be involved in anyway they can from helping at the fete to cooking sausages at a end of term BBQ or organising Fathers Day Breakfast.

Seasons for Growth program was conducted for children who felt some form of grief and loss. Children responded well and felt a strong connection to the children in their group. Intensive intervention groups were offered to a small cohort of children around anger management and friendship skills.

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.

Non attendance procedures

The electronic roll system allows us to recognise failing attendance rates readily. 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.

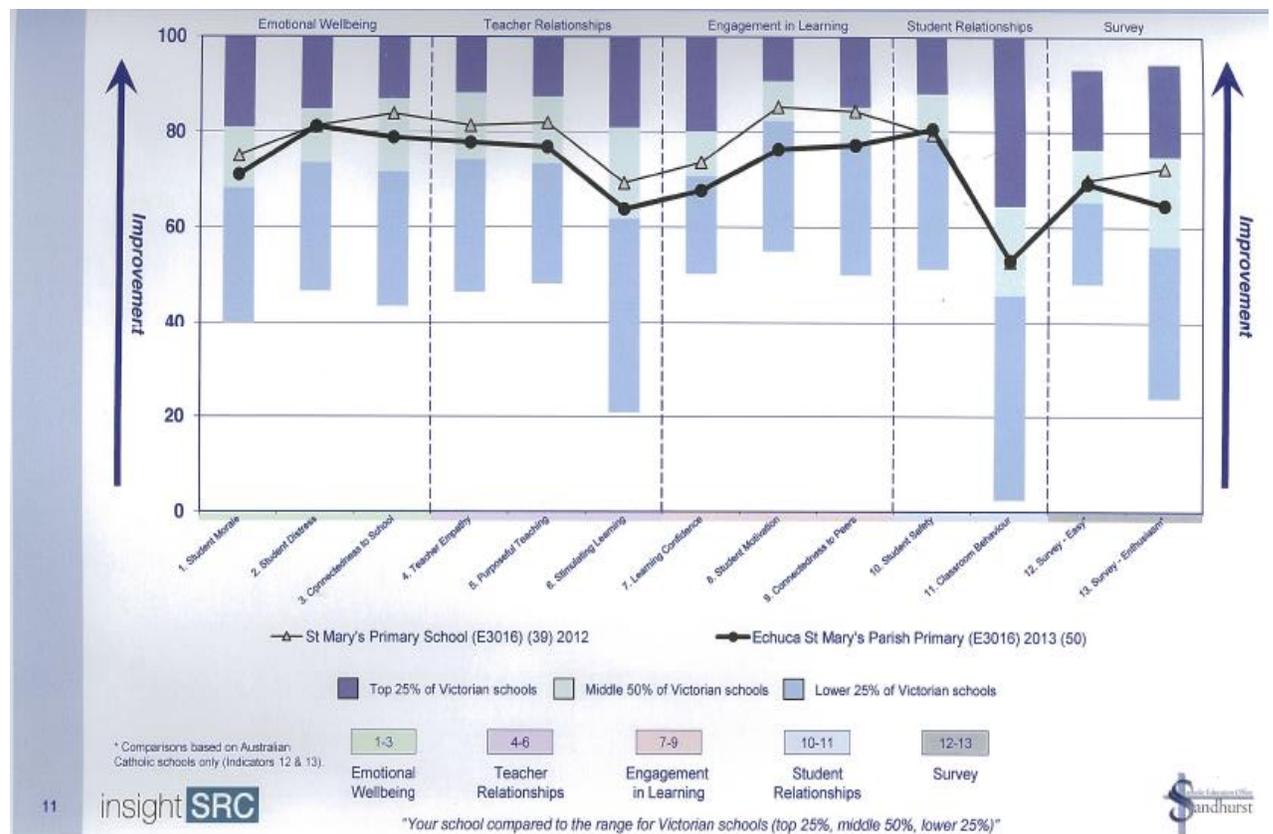
VALUE ADDED

Alternative Lunchtime activities, Student Leadership, Chaplain home visits Care meals, Travel Smart/ Ride to School Days, Cyber Safety, Seasons for Growth, You Can Do It, PBIS, Kids Matter, Life Relationships, Drug Education

Other school community events included:

Father's Day Breakfast, Fun Run, School Fete, Mother's Day Stall, Working Bees, Welcome BBQ, Parent Luncheon, Tea and Tissues Day, Guardian Angel program, Prep parent luncheon.

Student Satisfaction



This is a survey of 40% of year 5/6 students. Trends in this cohort were similar to those of the previous year. Student distress is higher than student morale and connectedness to school. This means that there is less negative emotions amongst the students, however there is likely to be a lack of enthusiasm amongst the students and they are not feeling as connected to the school. (Relate this to student motivation). We will look to do further investigation gathering more data on motivation. Prospective parents speak openly on the reputation of the schools successful focus on being safe, respectful and responsible.

Leadership & Management

Goal

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

Intended Outcomes

To finalise a 5 year strategic plan that will celebrate current successes and acknowledge areas for improvement.

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

To develop understandings of Sandhurst Governance structures

To improve communication opportunities for parents.

To promote Instructional Leadership at many levels.

Achievements

The 5-year futures plan was launched early in 2013. This document will guide all annual action plans.

Further development of Professional Learning Communities as leaders of learning. Meeting structures defined and focussed 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.

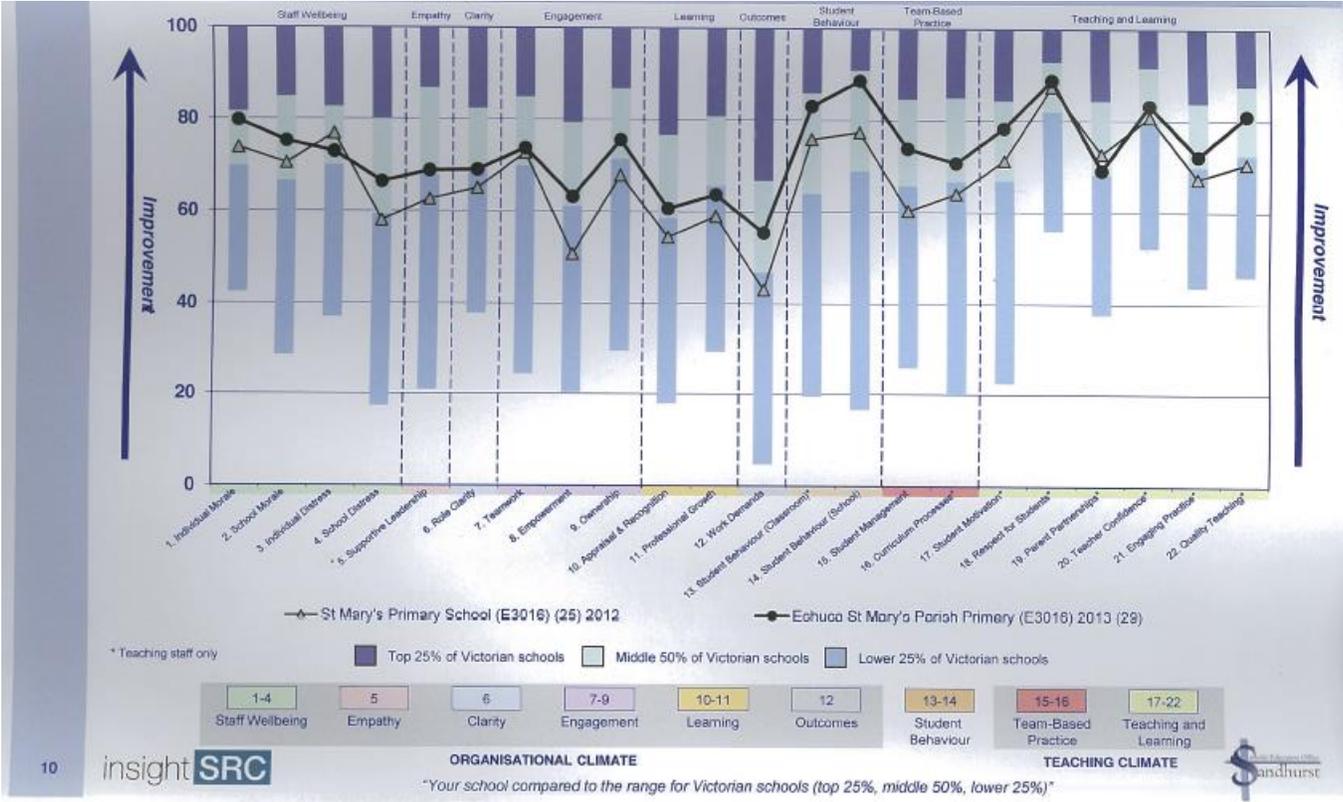
The School Board spent time exploring the SSEB Charter for Governance with Julie Cobble Dick (Catholic Education.) In particular the School Board Operational Guidelines

2013 includes a Learning and Teaching Leader at each level (junior, middle and senior), and the PLTs curriculum: eLearning, Literacy, Mathematics and the new team - Assessment and Data Literacy.

Student leadership continues to be reviewed. The social justice/catholic identity team were inspirational in their efforts to support African children.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING					
DESCRIPTION OF PL UNDERTAKEN IN 2013					
STAFF PROFESSIONAL LEARNING	STAFF	TIME	STAFF PROFESSIONAL LEARNING	STAFF	TIME
	F	(Days)		F	(Days)
Walker Learning	4	6	Special Ed - EAL/D Network Day	1	1
E Learning Wellbeing	2	6	Curriculum PLT Leaders Day	4	1
E Learning	1	6	Special Ed - Autism Speaker	1	1
Cossi Leadership Formation Day	4	1	COSSI Leadership Day	28	1
Cystic Fibrosis Seminar	1	1	Numeracy & Literacy Leadership	2	1
Graduate Conference	2	2	Data Literacy Skills	4	1
CEO Sandhurst Induction for Graduates	2	1	Wellbeing Day	1	1
1:1 Network Day	1	2	Arts Network Day	1	1
iPad Conference	2	1	Spirituality Sabbatical Harrierville	1	1
First Aid Training	14	8 Hours	SIMON Training Day	5	1
Walker Lear Approach Study Tour (Yr P-2 Staff)	7	1	Behavioural Management	1	1
Social Justice Learning Leaders & Induction	1	1	RE Sandhurst Network Day	2	1
Library Network Day	1	4	Reading Recovery Continuing Contact	1	6
Community Service Work - Certificate 3	1	8	Hawker Brownlow Conference	2	1
Curriculum Planning	20	4			
NUMBER OF TEACHERS WHO PARTICIPATED IN PL				28	
AVERAGE EXPENDITURE PER TEACHER FOR PL				\$1020	

Teacher Satisfaction



Staff is working well together but need to be more empowered to work through the issues/priorities of the school together. Staff is providing feedback to one another but it is not at this stage translating into their learning. Need to have more of a focus on challenging one another or helping each other to learn. Work demands is a positive profile. Staff is at the right pace without creating stress or a sense of complacency. Notable improvements in staff satisfaction from the previous year.

School Community

Goals

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.

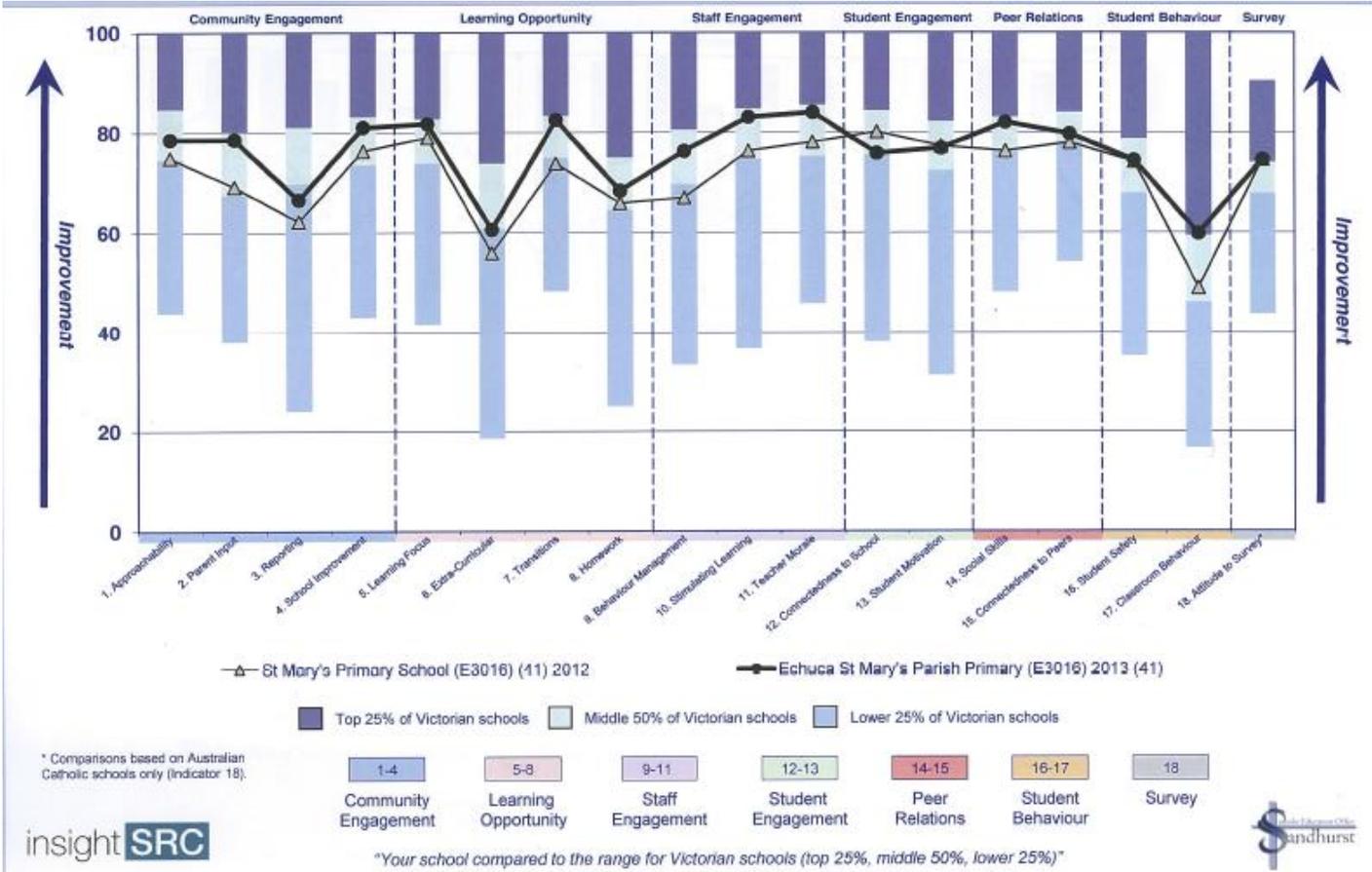
The School Fete was a wonderful celebration of community coming together.

Parent classroom reps supporting teachers.

Community members helping in reading and library on a regular basis.

We made our auditorium available to local Indigenous groups, State School Cluster of teachers and our Catholic Secondary School.

Parent Satisfaction



50 parents in our community were randomly chosen to respond to the Insight SRC survey. This is close to 20% of our families.

Parents perceive the educational programs and standards of the school as being addressed and a strength. They also believe that their children are well prepared and supported during their transition to the next stage of schooling. Parents perceptions about the range and quality of extra curricular activities provided by the school is an area for improvement along with the children's homework being linked and supporting their child's learning and organisational skills.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	175,349
Other fee income	181,175
Private income	37,308
State government recurrent grants	692,826
Australian government recurrent grants	2,308,821
Total recurrent income	3,395,478
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	2,351,295
Non salary expenses	547,776
Total recurrent expenditure	2,899,071
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	151,950
Other capital income	38,630
Total capital income	190,580
Total capital expenditure	333,343
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	600,779
Total closing balance	848,860

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

Enrolments continue to grow at the school. The addition of an extra classroom in each of the Learning Communities will provide for the numbers we have currently in F-3 as they move through.

Future plans and directions will be discussed at School Board and system level.

Parental Engagement is an area we need to explore and develop. We will strive to ensure that Families and School have a sense of shared responsibility.

A continued focus will be on **teacher quality**. The Learning Communities will be asked to develop further understandings on the benefits of feedback and sharing of knowledge.

With the introduction of the Hothouse we will be looking at ways to have increased **Community Involvement** in the sustainability program.

VRQA Compliance Data

E3016 St Mary's School, Echuca

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2011	2012	2011–2012	2013	2012–2013
	%	%	Changes	%	Changes
			%		%
YR 03 Reading	100.0	98.0	-2.0	100.0	2.0
YR 03 Writing	97.1	100.0	2.9	100.0	0.0
YR 03 Spelling	97.1	96.1	-1.0	93.8	-2.3
YR 03 Grammar & Punctuation	97.1	98.0	0.9	93.8	-4.2
YR 03 Numeracy	100.0	96.0	-4.0	100.0	4.0
YR 05 Reading	97.6	94.7	-2.9	100.0	5.3
YR 05 Writing	95.1	100.0	4.9	95.5	-4.5
YR 05 Spelling	90.2	96.5	6.3	95.5	-1.0
YR 05 Grammar & Punctuation	92.7	96.5	3.8	93.2	-3.3
YR 05 Numeracy	100.0	98.2	-1.8	100.0	1.8

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	94.24
Year 2	95.55
Year 3	95.73
Year 4	95.12
Year 5	95.12
Year 6	95.77
Overall average attendance	95.26

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.56%

STAFF RETENTION RATE	
Staff Retention Rate	85.71%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	8.70%
Graduate	17.39%
Certificate Graduate	4.35%
Degree Bachelor	82.61%
Diploma Advanced	52.17%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	29
FTE Teaching Staff	31.2
Non-Teaching Staff (Head Count)	13
FTE Non-Teaching Staff	9.106
Indigenous Teaching Staff	2