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Contact Details

<table>
<thead>
<tr>
<th><strong>ADDRESS</strong></th>
<th>9 ROCKBEARE GVE IVANHOE VIC 3079</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRINCIPAL</strong></td>
<td>KERRY WILLCOX-MCGINNES</td>
</tr>
<tr>
<td><strong>PARISH PRIEST</strong></td>
<td>FR. THANG VU</td>
</tr>
<tr>
<td><strong>SCHOOL BOARD CHAIR</strong></td>
<td>REBECCA CAMBRELL AND JUNE EDWARDS</td>
</tr>
<tr>
<td><strong>TELEPHONE</strong></td>
<td>(03) 94971827</td>
</tr>
<tr>
<td><strong>EMAIL</strong></td>
<td><a href="mailto:principal@miivanhoe.catholic.edu.au">principal@miivanhoe.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>WEBSITE</strong></td>
<td><a href="http://www.miivanhoe.catholic.edu.au">www.miivanhoe.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, KERRY WILLCOX-MCGINNES attest that MARY IMMACULATE 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

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

MARY IMMACULATE, A COMMUNITY EMBRACING LEARNING IN AND BEYOND THE CLASSROOM IN THE SPIRIT OF CHRIST AND THE HUMANNESS OF ALL.

<table>
<thead>
<tr>
<th>Religious Dimension</th>
<th>Learning And Teaching</th>
<th>Leadership</th>
<th>Community</th>
<th>Student Well Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Immaculate is a Catholic school community which reflects Gospel values in the spirit of Christ, where acceptance, support and empathy are engaged.</td>
<td>Mary Immaculate will provide a nurturing and stimulating learning environment that provides opportunities for each child to reach their full potential.</td>
<td>Mary Immaculate will be an environment where leadership is consistent, collaborative and promoted through communication and informed decision making.</td>
<td>Mary Immaculate will create and foster a community that promotes communication, honesty, participation and tolerance between students, staff, family, parish and the wider community.</td>
<td>Mary Immaculate will nurture the spiritual, emotional and physical well-being of each child.</td>
</tr>
</tbody>
</table>

At Mary Immaculate Parish Primary School we will:

- Involve our whole school community in the life of the school.
- Draw upon the Gospel values in our actions, behaviours and words.
- Support all of our children in their faith journey.
- Provide our students with a comprehensive, balanced religious education program.
- Provide a strong and meaningful sacramental and liturgical life.
- Develop a supportive, accepting and empathetic school community.
- Embed a strong emphasis on prayer.
- Develop opportunities to forge closer links between the cluster schools and parish.

- Support and challenge our students in their endeavours to reach their full potential.
- Provide our students with a positive and stimulating learning environment.
- Provide learning opportunities based on individual needs.
- Provide a wide range of resources.
- Enable individuals to experience success through open-ended and varied learning activities.
- Provide a curriculum that is developmental, experience-based and hands on.
- Will encourage students to take responsibility for their own learning.
- Provide regular assessment and communication of progress.

- Encourage all of our staff to show leadership.
- Put in place clear procedures and decision making processes.
- Involve staff, parents and children in leadership roles.
- Provide opportunities for staff and students to develop leadership skills.
- Listen to, discuss and consider individuals ideas and opinions.
- Be open in our communication.
- Make decisions for the benefit of the whole school community.

- Foster positive interaction between people within our community.
- Be a welcoming environment.
- Encourage the participation of the whole school community.
- Provide strong links between parents, family, school and parish.
- Foster respect and tolerance in all interactions.

- Provide programs and structures to enhance self-esteem, tolerance and social skills.
- Provide our students with opportunities to communicate their needs.
- Encourage our students to develop a healthy lifestyle.
- Provide a safe and caring learning environment.
- Support the growth and maturing of individual children.
- Access outside support agencies where necessary.
School Overview

Mary Immaculate School is located in a predominantly residential area in Ivanhoe, eight kilometres from the Central Business District of Melbourne. The Church is situated a block away from the school on the main road. Mary Immaculate is one of three schools which make up the Catholic Parish of Ivanhoe (CPI) under the direction of Fr Thang Vu. The School is comprised of one main building housing seven classrooms, library, art room, hall, staffroom, sickbay, Reading Recovery room, tuckshop, toilet block and administration and reception area. The Building Education Revolution (BER) enabled us to build a new hall and library, which are located in the main building. Our two upstairs rooms are used for Wellbeing/Italian and Art. The out of school hours Programme is located in the new school hall.

In 2014, we have 164 students. We have seven classes of varying structures; one Preparatory (Prep) year, year one/two, year 2, two Year 3/4 classes, and two Year 5/6 classes.

At Mary Immaculate, we have 20 female staff and 1 male staff member comprising of teaching and non-teaching personnel: ten classroom teachers, four specialist teachers, Director of Literacy, librarian / Director of Faith Education, Director of Learning and Teaching, two school officers and the Principal.

Our ‘Like Schools Financial’ rating is Group 10 and our Socio-economic Status (SES) is 118.00.

Ivanhoe is a comfortable, middle class area with most parents in professional occupations with 97.4% of students coming from an English speaking background. Most students experience a stable family environment. In 2014 we had only 3.7% of our families receiving the Educational Maintenance Allowance (EMA) and we had a 99.4% collection rate of our fees.

For such a small school, we have very strong parent participation. Opportunities for involvement include classroom helpers, maintenance, tuckshop, interschool-sport, excursions, camps, grant applications, special events, future planning, School Advisory Council (SAC) and Parents Association (PA).

The Parents’ Association is the main fund raising group in our school. As well as contributing to our technology program, they target major areas of need as determined by the school. Mary Immaculate School has successfully achieved its major goals, intended outcomes and improvement areas as outlined in the previous School Improvement Plan. In our School Improvement plan our school has actively planned and implemented strategies to further build positive relationships with the Parish Leadership Team, staff, parents and students. The school community has worked together to develop a shared vision and philosophy which has enabled our community to embrace an authentic Catholic culture. This has laid strong foundations on which to continue to build and improve the learning and teaching in our school.

Our major goal is to engage, enable and support our learners within the contemporary world. This is our goal for all in our community; staff, students and parents are all learners together.
Principal’s Report

2014 was a wonderful year at Mary Immaculate with many highlights and achievements.

Parent participation is always a highlight at Mary Immaculate and 2014 was no exception with parents participating through the Parents’ Association, the School Advisory Council, classroom support, canteen and excursions. Our parents organized working bees in order to maintain our school property.

Along with a strong focus on all curriculum areas, creativity is highly valued and we have initiated many extra-curricular learning experiences to support this. Karen Mahoney has continued to work with our students on the serpentine wall which incorporates an abstract of the students’ frog art and their pathways to school. Karen has also added pieces of china from each school family as well as a piece from each exiting year 6 student. Karen has worked with our FIRE carriers (Friends Igniting Reconciliation through Education) to produce beautiful and informative art works that highlight the culture of our indigenous Australians.

In order to further support all of our students, we engaged a special education consultant to administer tests and to work with our staff to develop even more effective Personal Learning Plans for our students.

**Significant events and achievements include the following items:**

- We continued to participate in a Mathematics pilot program with St. Pius X school
- The parent handbook was reviewed
- The Outdoor Masterspaces Committee designed and oversaw the completion of a sustainable garden
- The Power of One group presented information about how to stop bullying to our students.
- I continued the extended Prep orientation program which provided an opportunity for our 2015 preps and their parents to become a part of our community before they began formal classes. Feedback from parents has remained very positive.
- Our students were well prepared for the Sacraments and they shared the learning with the other two schools in our Parish. Our students attended the St. Patrick’s Day Mass where they celebrated with students from schools across Melbourne.
- We attended camps in Bacchus Marsh with our year 3 and 4 students and in Canberra with our year 5 and 6 students.
- We continued and extended our online lunch ordering system through Classroom Cuisine as it was so successful
• We continued with our two student choirs, a junior and a senior choir and they had many opportunities to perform

• We continued to work with our community choir.

• We continued to participate in the Schoolwide Positive Behaviours program.

• We participated in the sustainable schools program.

• We participated in the FIRE carriers program (Friends Igniting Reconciliation through Education) to raise awareness of our indigenous people.

• We held our whole school Art Show

• We continued to participate in the Change2 program which enabled greater participation in decision making from staff and which recommended future directions for action.

• We joined a Family engagement in learning cluster

• Participated in the Premier’s reading challenge
Education in Faith

Goals

- To further develop and foster an authentic Catholic Community

Intended Outcomes

- That all members of the school community will plan for and model the sense of the sacred in their practices within a contemporary learning framework.

- That relationships and behaviours reflect the Gospel values, in the spirit of Christ.

Achievements

The school recognises the importance of Religious Education by allocating a Religious Education Leader, with the title of Director of Faith Education. The Director of Faith Education is an active member of the school leadership team. The Director of Faith Education attends all Zone Network meetings and meets regularly with the Parish Priest and the other Religious Education Leaders within the Catholic Parish of Ivanhoe. As ongoing professional learning is valued, the Director of Faith Education and staff members attend relevant programmes, for example, ‘Religious Education and contemporary learning’ and ‘Christian Meditation’. Information gained from these experiences is disseminated to the staff and the school community.

Throughout the school and in each classroom there is visual evidence of our faith, including prayer tables, classroom prayers, crucifixes, candles, bibles and students’ work all reflecting our strong Catholic tradition.

Our school population remains predominantly Catholic, as revealed in our ‘Student Religion and Parish Listing 2010’ chart and our ‘School Improvement Report-Prep Enrolment Report’. It is important to recognise that the school has had a positive influence on a number of students who have chosen to be baptised as a Catholic. Feedback from parents indicates that this is a direct result of the school’s Religious Education programmes and ethos.

Our staff has developed a shared understanding of contemporary learning practices in Religious Education and have implemented them into their daily practice. All teachers are provided with professional learning and support to embed these contemporary practices in all areas of the curriculum, including Religious Education. During 2014 Denis Arnel ran professional development for the staff, parents and students in Sacramental grades further exploring what it means to be Catholic in a contemporary world. Our staff set consistent high, appropriate and evolving expectations of all students’ learning within the framework of the Contemporary Learning in Catholic Schools Project. We have continued to implement Christian meditation in our school and set consistent high, appropriate and evolving expectations of all students’ learning within the framework of the Contemporary Learning in Catholic Schools Project. Our staff, parents and senior students have participated in the Enhancing Catholic Schools’ Identity Project surveys.

Teachers plan collaboratively in the Australian/Victorian Essential Learning Standards (AusVELS) levels to ensure engagement of students and to provide rich learning experiences. As outlined in our school ‘Work Programme Statement’, teachers are required to use the Religious Education Frameworks to form
the basis of their planning. Teachers are expected to highlight key understandings, itemise/number each lesson, add or delete information and date and initial each lesson as completed. Religious Education work programmes are collected and reviewed regularly. The Director of Faith Education offers assistance and guidance to support teachers in their planning and use of the Religious Education Frameworks. The Director of Faith Education attends a number of Professional Learning team meetings. An annual Religious Education budget enables a wide variety of resources, including books, posters and DVDs to be available to support student learning. We provide opportunity for broad community reflection and action on Gospel values through our social justice program which is overseen by our SRC under the direction of the student well-being co-ordinator.

VALUE ADDED

The strategic planning of the Sacramental programmes and celebrations, school Masses, Lenten and Advent prayer services, Anzac Day, Remembrance Day, The Feast of the Assumption, Mary Immaculate Feast Day liturgies, Sacramental parent information nights, Sacramental family workshop evenings, Confirmation retreat day, Year 6 graduation ceremony and carols night demonstrates the high priority that Religious Education has in our school. The Director of Faith Education liaises with various members of the Parish and school community including the Parish Priest, the Parish leaders, parents, staff and students to ensure that faith education is at the heart of all we do. By working collaboratively with all of these parties, positive relationships are formed which strengthen Catholic attitudes and values in the lives of all in our school community. Our school values strong Parish links; this is evident in our Parish Priest’s weekly classroom visits, our regular attendances at weekly Parish Masses and our liturgical celebrations with the schools in the Catholic Parish of Ivanhoe.

The formal leadership role of Year 6 Liturgy Leaders is another example of the school making Religious Education a priority and this has continued to be a great success. These student leaders play a pivotal role in promoting the values of the Gospels through their leadership at prayer services, assemblies and school Masses. The Liturgy Leaders coordinate the planning of our annual Mission Fair which is run by our senior students. This exemplifies their commitment to discipleship and social justice. The whole school community embraces this project, thereby helping to emphasise the importance of taking action and serving others.

We have identified in our 2014 Annual Action Plan, a number of actions that will improve our school community and develop us further as an authentic Catholic community. These include:

- Develop a shared understanding of contemporary learning practices in Religious Education.
- Continue to implement contemporary learning practices in Religious Education
- Provide an opportunity for broad community reflection and action on Gospel values
- Ensure that all teachers are provided with professional learning and support to embed these contemporary practices in all areas of the curriculum, including Religious Education.
- Set consistent, high, appropriate and evolving expectations of all students’ learning within the framework of the Contemporary Learning in Catholic Schools Project.
- Investigate opportunities for staff faith and spiritual development and reflection
- Continue Christian Meditation program for both students and staff
Learning & Teaching

Goals
To support, enable and engage our learners in the contemporary world

Intended Outcomes
That all students will be supported, engaged and challenged in their learning.
That student outcomes in English will improve.
That student outcomes in Mathematics will improve

Achievements
In the Learning and Teaching sphere, we reflect our Vision by ensuring that Religious Education is at the centre of all we do. Based on Gospel values, we are inspired to have student centred learning environments with the teacher as a facilitator. We strive to cater for individual differences through our planning and the provision of challenging, engaging and targeted learning experiences, both in and beyond the classroom. This has contributed to our success in improving student learning outcomes. We value risk taking in a respectful and supportive environment and celebrate the successes of all students.

Parental involvement is actively sought as we recognise the valuable input that they contribute to our learning community.

During 2014 we implemented our plans for the next year and these were targeted in our annual action plan, these include:

- Continuing to develop a shared understanding of contemporary learning.
- Implementing contemporary learning practices.
- Implementing the AusVELS
- Participating in professional development in relation to ICON particularly blogging
- Exploring current approaches to the learning and teaching of mathematics

In order to facilitate this we have added value by taking action to:

- Ensure that all teachers were provided with professional learning and support in contemporary learning through Professional Learning Team meetings, staff meetings and Catholic Education Office professional learning sessions.
- Provide professional learning in mathematics through Professional Learning Team meetings, staff meetings and Catholic Education Office professional learning sessions and networks. We participated in a joint Mathematics program with the staff from St Pius X in West Heidelberg.
Continue to develop a shared understanding of contemporary learning practices with specific reference to the Inquiry methodology to enable students to develop deep understandings and critical thinking about themselves, others and the world.

Use the VIT and AITSL Standards as a base by which staff demonstrate evidence of accountability in professional practice, knowledge and engagement.

Structure Professional Learning Team meetings to explore broader curriculum discussion with particular reference to assessment and the analysis and use of data to improve student outcomes.

Increase opportunities for teacher moderation of student work.

Continue to use a broader range of data as evidence to set consistent, high and appropriate expectations of all students’ learning. The use of PAT-R is now used as a comprehension tool for years 1 – 6. PAT – M is used for Mathematics.

Increase the range of technology used within the school including the introduction of i-pads.

Use the structures we have set up to record assessment data online or on the network so that all staff can better track student progress. (The implementation of ICON will also support this action).

Continue the use of the Habits of Mind strategy P-6

Participate in the Asia Studies program

Participate in Principal professional learning in Indigenous Perspectives and studies of Asia

Participate in the Sustainable Schools Program.

Develop a shared understanding of contemporary learning

Continue to Implement the AusVELS

Continue to explore and implement current approaches to the learning and teaching of mathematics

Participate in professional development in relation to ICON

Investigate the negotiation of student goals between student and teacher so that students develop more responsibility for their own learning.

Expand the range and use of staff and student feedback to inform pedagogical practices and to support student progress.

Participate in the Reading to Learn Program to increase ability in reading for the senior grades.
STUDENT LEARNING OUTCOMES

**Year 3:**

Over the last 3 years, NAPLAN Reading results show that 100% of our students are at or above the minimum standards.

Over the last 3 years, NAPLAN Writing results show that 100% of our students are at or above the minimum standards.

Over the last 3 years, NAPLAN Spelling results show that 100% of our students are at or above the minimum standards.

NAPLAN Grammar and Punctuation results show that in 2014, 88.2% of our students are at or above the minimum standards. In 2012 and 2013, 100% of students were at or above the minimum standards.

NAPLAN Mathematics results show that in 2014, 100% of our students are at or above the minimum standards. In 2012, 100% of our students were at or above the minimum standards whilst in 2013 92.3% of our students were at or above the minimum standards.

**Year 5:**

Over the last 3 years, NAPLAN Reading results show that 100% of our students are at or above the minimum standards.

Over the last 3 years, NAPLAN Writing results show that 100% of our students are at or above the minimum standards.

NAPLAN Spelling results show that in 2014, 95.5% of our students are at or above the minimum standards. In 2012 96.7% of our students were at or above the minimum standards. In 2013, 100% of our students were at or above the minimum standards.

NAPLAN Grammar and Punctuation results show that in 2014, 100% of our students are at or above the minimum standards. In 2012, 96.7% of our students were at or above the minimum standards. In 2013, 100% of our students were at or above the minimum standards.

NAPLAN Numeracy results show that in 2014, 100% of our students are at or above the minimum standards. In 2012, 100% of our students were at or above the minimum standards. In 2013, 95% of our students were at or above the minimum standards.
Student Wellbeing

Goals
To further build strong positive relationships based on the values of Jesus Christ.

Intended Outcomes

- That student empowerment will be increased
- That student behaviour will reflect increased resilience

Achievements

- The continued implementation of a number of key improvement strategies such as Restorative Practices, student goal setting, Social and Emotional learning (SEL) and formal protocols for recording incidents of student misbehaviour, has resulted in significant success in the continued improvement of student behaviour. In addition to this, various initiatives such as the Laptop Program, The Darebin Parklands Environment Project, peer tutoring, the use of ICT throughout the school and incursions and excursions, have increased student engagement and minimised student discontent and therefore, student misbehaviour.

- Developing clarity and a shared understanding of the rights and responsibilities of all within the school, has impacted significantly on student safety. The establishment of negotiated classroom rules and responsibilities, hot spot yard surveys, analysis of our behaviour data, the provision of equal access to play areas, development of playground rosters, the development of the Anti-Bullying Policy and the Internet User Policy and Agreement (including cyber safety) and subsequent programs, has contributed to our success in this area.

- Further develop staff understanding of and implementation of the Social and Emotional Learning Framework

- We participated in the School wide Positive Behaviours program and have implemented the school rules – I am a learner, I am a friend, I am respectful – within a wider framework of application eg ‘What would ‘I am a friend’ look like on the playground?’

A description of how non-attendance is managed by the school.

- At Mary Immaculate, attendance is monitored twice daily. Teachers including specialist teachers, will record absences from school or class and the classroom teacher will follow up unexplained absences by telephone after 2 days. Upon the child’s return, parents are required to send a note to the class teacher explaining the reason for the child’s absence. This is required even if the parent has rung the school office to notify the office of a child’s absence.

- Parents will be notified regarding unsatisfactory attendance. Attendance is recorded on the student’s report twice a year. Reports are archived in the student’s file.

- Truancy is often indicative of other problems and in cases of truancy support systems will be determined on a case by case basis.

- Ongoing truancy will be reported by the principal and possibly to the appropriate welfare and government agencies.
## VALUE ADDED

During 2014, we have developed strong plans to:

- Further develop the leadership capacity of students and expand the opportunities for student voice.

- Further develop staff understanding of and implementation of the Social and Emotional Learning Framework

**We have done this by:**

- Providing Professional learning regarding the Social and Emotional Learning Framework
- Expanding the use of social circles in classrooms.
- Implementing staff peer mentoring program through the Social and Emotional learning program
- Further developing our Christian Meditation program for both students and staff
- Providing professional learning in the Habits of the Mind for all staff
- Implementing the Habits of Mind strategy from Prep – year 6

## STUDENT SATISFACTION

- Student morale is recorded at 80 – from 78 in 2013
- Stimulating learning is recorded at 74– from 72 in 2013
- Connectedness to school is recorded at 85– from 85 in 2013
- Student motivation is recorded at 89– from 90 in 2013
- Learning confidence at 79– from 82 in 2013
- Student safety is recorded at 88– from 90 in 2013
Leadership & Management

Goals
To further develop a respectful, professional learning community

Intended Outcomes
That staff are empowered to be responsible and accountable for student learning.

That staff are empowered to understand and fulfil their role in decision making within the school.

Achievements

- We have successfully provided strong and focused leadership and have built a rich learning community. Central to this success has been the collaborative and continued development of an understanding of contemporary learning through professional development both in school and from external providers.

- We have developed a whole school approach to professional growth and continue to establish more formal structures in our professional learning teams. This has resulted in the enhancement of staff professional expertise. Professional growth of the staff will continue to be an important focus of the school. We will continue to improve processes of communication and decision making.

- We have participated in the Change 2 program which builds the capacity of staff to develop goals in line with the school vision and action plan. This has enabled us to model and develop processes for effective feedback to staff and to continue to refine processes of communication and decision making. It has enhanced our Annual Review Meeting process.

- We have built the leadership capacity of all staff through professional development particularly in our Professional Learning Teams where analysis of student data has been explored in even more detail to enable strong leadership of teachers in improving student outcomes both in their own grade and across the school. Our participation in Change 2 has facilitated the setting of clear goals to develop peer mentoring programs across the school. As a result all staff members have set SMART goals for their professional learning.

- The above process has enabled us to increase teacher accountability for all student outcomes and therefore student improvement.

- We have further expanded the current Professional Learning Team (PLT) meeting structure to include some P-6 PLT meetings with a regular Mathematics PLT scheduled.

- Our participation in the Maths Partnership with ST Pius X School has enabled teachers to take on leadership roles across schools and therefore has built the leadership capacity of all
staff. This has led to further development of our professional learning teams with specific learning and discussion taking place around mathematics and contemporary learning. This supports the building of capacity of professional learning teams to have a positive impact on student outcomes. It has also allowed us to develop structures and processes to support teacher professional learning and accountability

- Our participation this year in the Family Engagement in Learning cluster has enabled us to focus on different ways in which we can build on the understanding of and engagement in learning in our school.
## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

**DESCRIPTION OF PL UNDERTAKEN IN 2014**

- Writing Assessment
- First Aid – level 2 CPR
- Collaborative Literacy Learning Communities
- Reading recovery
- Student well-being
- Mandatory Reporting
- Religious Education
- Network Meetings
- Data analysis
- Emergency Management
- Studies of Asia
- Indigenous perspectives
- Sustainability
- Cyber safety
- Asthma
- Sacraments
- Australian Curriculum
- E-learning
- Mathematics
- Graduate teacher development
- Arts
- Community arts program
- Change 2
- Reading to learn
- Autism Spectrum Disorder
- Catholic Identity
- Family engagement in learning
- Administration clusters
- Principals’ Professional Leave – Catholic Identity

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
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<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$5,000</td>
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## Teacher Satisfaction

- Individual morale was recorded at 82 (82 -2013)
- Supportive leadership was recorded at 80 (88 -2013)
- Role clarity was recorded at 79 (79 -2013)
- Team work was recorded at 86 (86 -2013)
- Empowerment was recorded at 77 (78 -2013)
- Appraisal and recognition was recorded at 77 (75 -2013)
- Professional growth was recorded at 79 (81 -2013)
School Community

Goals
To establish closer links between the school, parish and wider community.

Intended Outcomes
That enrolments will continue to increase
That Student and Parent Connectedness will be enhanced through increased parent participation
That increased Student Connectedness will facilitate active participation in further building a strong community
That there will be closer links between school and parish.

Achievements
In order to further improve overall enrolments, we have implemented a number of key improvement strategies such as upgrading the school website, adding the schoolbag app to our communication strategy, developing a range of promotional materials, maintaining the allocation of a position on the School Advisory Council to marketing, holding multiple open days, advertising school extra-curricular activities in the local press, participating in a number of community projects and activities and increasing our appearance in local papers.

The school has actively sought opportunities for parents to have a voice in their children’s education and to participate in whole school and classroom activities, thus increasing parent input into their children’s education.

Mary Immaculate School has invested significant time and energy into strengthening links between the three Parish schools and we are now keeping base-line data on school / parish relationships

We aim to continue to support the School Advisory Council (SAC) to promote a shared vision, which aligns with the goals of the School, to strengthen links and increase our involvement with the wider community.
PARENT SATISFACTION

During 2014 parent opinion data shows that:

- School improvement was recorded at 70 (78-2013)
- Approachability was recorded at 78 (79-2013)
- Parent input was recorded at 83 (84-2013)
- Behaviour management was recorded at 78 (78-2013)
Financial Performance

<table>
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<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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<tr>
<td><strong>Recurrent income</strong></td>
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<td>School fees</td>
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<td>Other fee income</td>
<td>158,673</td>
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<td>Private income</td>
<td>42,857</td>
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<td>State government recurrent grants</td>
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<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
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<td><strong>Recurrent Expenditure</strong></td>
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<td>Salaries; allowances and related expenses</td>
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<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<td><strong>Capital income and expenditure</strong></td>
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<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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<tr>
<td><strong>Total capital expenditure</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
<td>165,095</td>
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<td><strong>Total closing balance</strong></td>
<td>121,095</td>
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</tbody>
</table>

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

Mary Immaculate School is undergoing their full school review in 2015 and during this time will set new goals and actions to move the school to an even better place. We have achieved almost all of our goals during the last 4 years and we will be consulting with our community to set strong and positive directions for the future.
## VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>YR 03 Reading</strong></td>
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<tr>
<td><strong>YR 03 Spelling</strong></td>
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<tr>
<td><strong>YR 03 Grammar &amp; Punctuation</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
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<tr>
<td><strong>YR 03 Numeracy</strong></td>
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<td>-7.7</td>
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<td>7.7</td>
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<td><strong>YR 05 Spelling</strong></td>
<td>96.7</td>
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<td>3.3</td>
<td>95.5</td>
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<td>95.0</td>
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### Average Student Attendance Rate by Year Level

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<tr>
<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>95.63</td>
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<tr>
<td>Year 2</td>
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<td>Year 3</td>
<td>92.88</td>
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<tr>
<td>Year 4</td>
<td>95.60</td>
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<tr>
<td>Year 5</td>
<td>96.85</td>
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<td>Year 6</td>
<td>93.35</td>
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<tr>
<td>Overall average attendance</td>
<td>95.00</td>
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</table>

### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 92.67% |

### Staff Retention Rate

| Staff Retention Rate | 100.00% |
### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
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</tr>
<tr>
<td>Masters</td>
<td>17.65%</td>
</tr>
<tr>
<td>Graduate</td>
<td>17.65%</td>
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<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
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<tr>
<td>Degree Bachelor</td>
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</tr>
<tr>
<td>Diploma Advanced</td>
<td>58.82%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>11.76%</td>
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### STAFF COMPOSITION

<table>
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<tr>
<th>Category</th>
<th>Count</th>
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<tbody>
<tr>
<td>Principal Class</td>
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</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
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</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>10.200</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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