

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

**Mary Immaculate Primary School**  
Ivanhoe Vic 3079

2017

REGISTERED SCHOOL NUMBER: 1164



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## Minimum Standards Attestation

I, Veronica Antrim 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

31/05/2018

## Our School Vision

*~ A dynamic and caring community committed to enacting our faith;  
inspiring, challenging and engaging lifelong learners. ~  
(excellence, integrity, inclusiveness, respect)*



## School Overview

- Mary Immaculate School is located in the north-eastern suburb of Ivanhoe, eight kilometres from Melbourne's CBD. Our Church is situated a block away from our school, on Upper Heidelberg Road. In 2017, Mary Immaculate School is one of the three Catholic primary schools, which make up the Catholic Parish of Ivanhoe.
- Our enrolment for 2017 is 121 students in the following class level structures: one Prep class, two Year 1/2 classes, two Year 3/4 classes, one Year 5 and one Year 6 class.
- Being a small school, we have 21 full and part-time staff members, many of whom undertake a number of roles: nine classroom teachers, five specialist teachers, three Learning Support Officers, two Office Administrators, Deputy Principal, Learning and Teaching Leader, Religious Education Leader, Mathematics Leader, Literacy Leader, Reading Recovery, Student Services Coordinator, Student Wellbeing Leader, Family Engagement in Learning Leader, eLearning Leader, Environment and Sustainability Leader, Sport Coordinator and Principal.
- All students take part in our comprehensive Specialist Program, which consists of weekly lessons for the P-2 classes and double lessons each fortnight for the Year 3-6 students. The specialist areas are: Italian, Library, Performing Arts, Physical Education and Visual Arts.
- The school is comprised of one main building which houses seven classrooms and the senior learning area, library, Visual Art/Italian room, multipurpose hall, staffroom, sickbay, Reading Recovery room, boardroom, tuckshop, student toilet block, reception and administration offices.
- OSHClub operate our before and after school, 'Out of School Hours' program, in our school hall and senior playground area.
- Parents are actively involved in supporting our school in both formal and informal ways. The major forums for formal parent involvement include our very effective School Advisory Board (SAC) and its sub-committee, our Parents' Association (PA). Other opportunities for parent involvement include classroom helpers, working bees, Twilight Sports, inter-school sport, excursions, camps, tuckshop, fund-raising events and numerous special events e.g. Italian day, Performing Arts Showcase.
- Our major goal throughout 2017 has been to continue to develop and embed a 'culture of thinking', across our school community.

## Principal's Report

There have been many highlights and achievements during 2017 including:

- Significant improvement in our School Improvement Survey (SIS) data with almost all indicators now in the top 25% of Australian primary schools
- A new principal appointed
- A P-6 Performing Arts Showcase with the title, 'Dancetastic', held at the Darebin Arts and Entertainment Centre
- Our students attended overnight camps; Years 3 and 4 at Lady Northcote Camp in Bacchus Marsh, and our Year 5 and Year 6 students attended their two night camp for the first time at the Log Cabin Camp in Creswick, so that they could access the day and night time learning programs at Sovereign Hill
- The Catholic Education Melbourne document, the 'Horizons of Hope' was further unpacked with staff so that we have a consistent understanding of the Vision and the Context of Catholic education today, the Pedagogy and Curriculum Foundation Statements and what it means to be an 'animated learner'
- Initiated a new staff leadership position of Environment and Sustainability Leader whose role involves coordinating school-based initiatives that promote education/understanding in this area e.g. whole school excursion to CERES, Clean Up Australia's School Day, re-established links to the Darebin Parklands, yard clean up, MIPS Green Rangers
- Held a Mathematics Information Night for the parents of our school to inform them of the Mathematics curriculum and pedagogy at MIPS – planned and implemented by staff
- Held our inaugural Science Week which included a number of Science-based incursions, excursions and other whole school learning experiences
- Initiated our first professional book study for all staff, 'Mindset' by Carol Dweck
- Updated entrance foyer - reinstated the Darebin Crucifix, new sofa and chair, plants - for calm, friendly and welcoming entrance to our school
- Rebranded the school logo to be more contemporary – included a new letterhead, school newsletter header, teacher ID badges
- Redesigned and updated the school newsletter format and layout

- Began the school year with no assessment days for students - focus on building relationships, use end of year data to inform the beginning of year learning and teaching programs
- Reviewed our Assessment Schedule to reflect the above change, students assessed as required on literacy and numeracy assessments by end of Term 1
- Continued to redevelop the playground, including the peppercorn tree site
- School rules renamed as School Values to reflect that we are a values-based, rather than rules-based, organisation and to also reflect our Catholic principles
- Resurveyed our staff, parents and students regarding the proposed change to the content of our school vision and subsequently established a new School Vision Statement
- Reviewed and revised the Leadership Team meeting structure - agenda and minutes - to ensure that all team members have the opportunity to raise and discuss matters in their sphere
- Increased the number of School Open Days from one to three - updated the advertising board and increased the number of boards from two to three on display in Ivanhoe
- Significantly redeveloped the targets, strategies and actions across the five spheres of the School Improvement Framework in our AAP 2017
- Introduced the NIRODAH Counselling Services to provide onsite psychology sessions for students
- Refocused the Student of the Week awards to emphasise effort, strategies and initiative to reflect our focus on the Habits of Mind and a Growth Mindset, with the recipients published in the weekly school newsletter
- Successfully hosted the Catholic Parish of Ivanhoe - Sacrament Family Workshops and other events
- Updated our Child Safe Policy and Code of Conduct in consultation with the school community
- Reformatted the semester Student Reports using Nforma with all facets now online, and initiating report folder covers
- Developed a new enrolment pack cover and letter, reviewed content, included student and parent testimonials

- Introduced Kelly Sports Gym club, Dodgeball Club and Soccer Club - extracurricular activities for lunchtimes
- Changed the school working bees from Sunday to Saturday afternoon to allow for greater family access and not compete with parish Mass time
- Our school choir sang at the Banyule Citizenship Ceremony
- Religious Education Professional Learning Day - planned and run by staff which focussed on the new Religious Education Frameworks and an inquiry approach to the planning and teaching Religious Education
- Downstairs main corridor and classroom refurbishment - new carpet, bag hooks, pinboards and painting
- Hosting of Fairy Hills Kindergarten Information Night in school hall with our Prep teacher presenting information about school readiness and transition to Prep and what MIPS has to offer - to support a local community group and to continue to develop positive relationships between the school and kindergarten
- Classroom teacher - attended the East Ivanhoe Early Learning Centre to speak about school readiness and transition to Prep and what MIPS has to offer
- Attended the Reconciliation Week activities at the Banyule council and hosted the annual FIRE Carrier dinner for the principals and staff in the FIRE Carrier schools to celebrate successes, raise the profile of the FIRE Carrier program in the community, and to plan for future initiatives
- School captains attended the local members school captains luncheon - to acknowledge their leadership position and to raise the profile of our school in the local community
- Raised the profile of our school through advertisements in the local paper and increased the advertising boards including Ivanhoe Park and Sparks Reserve
- Successful application for a Banyule Environment Grant for funds to improve our garden program
- Our commitment to social justice continued with a number of fundraising initiatives including: Mission Fair, 'A Day in May', 'Wear Red for the Red Cross', Project Compassion and St Vinnie's Christmas hampers
- Special events this year included: Grandparents/Special People Day, Celebrations of Learning, Italian Day, Mary Immaculate Feast Day, CPI end of year Mass and picnic



## Education in Faith

### Goals & Intended Outcomes

- To strengthen the Catholic Identity of our community and to enact faith in and beyond the classroom
- That the practice of our Catholic faith and traditions is valued as central to our Catholic Identity
- That our Catholic faith identity is reflected in the respectful actions and interactions of our community
- That contemporary pedagogy will support student engagement in Religious Education

### Achievements

- Strong and committed leadership from our Religious Education Leader working in collaboration with the RELs from the other two Catholic Parish of Ivanhoe Schools and the Catholic Parish of Ivanhoe Liturgy Team
- Developed a new shared School Vision in consultation with all members of the school community, staff, students and parents
- Our three school rules reworded to become our three school values now explicitly lines up with the Gospel values
- Christian Mediation continues to be embedded across all year levels
- Continued to build teacher capacity to expand the repertoire of contemporary approaches to the learning and teaching of Religious Education
- The role of our Year 6 student Liturgy Leaders continues to develop as they lead our Monday morning assembly prayer, read at school and Sunday Parish Masses, sacramental celebrations and at Lenten and Advent Liturgies
- Continued to explore aspects of the Horizons of Hope document in particular the Religious Education Foundation Statement
- Developed a new Religious Education Inquiry Unit Planner
- Further enhanced our prayer and liturgy practices
- Continued to raise awareness of local and global social justice issues and respond compassionately within our Catholic context – our SRC work closely with our Religious Education Leader and Student Wellbeing Leader

#### VALUE ADDED

- Catholic Parish of Ivanhoe three schools termly staff meetings on scripture being run by our parish priest, Fr Bill
- Professional Learning day (school closure) on the renewed Religious Education Curriculum Framework
- Learning intentions in Religious Education were introduced P-6
- All staff were commissioned as FIRE Carriers and we hosted the North East Regional FIRE Carrier Dinner, also attended by staff from the Aboriginal Catholic Ministry
- Year 5 students volunteered to go on a roster to be altar servers for week day Parish Masses as well as serving at the Catholic Parish of Ivanhoe Confirmation at St Patrick's Cathedral
- All students P-6 now genuflect on entering and exiting the church, and bow prior to receiving Communion
- Social justice initiatives include: Caritas – Project Compassion, Mission Fair, Seven Women Project, A Day in May – Kids with Cancer, Pyjama Day - Homeless, Jeans for Genes Day - genetic diseases, RSL donations to rebuild Ivanhoe RSL, Wear Red for Red Cross, St Vincent De Paul Winter Appeal and Christmas Hampers
- Senior students attended the Mass for the Anointing of the Sick and served morning tea to sick, frail and elderly parishioners
- Class and family Parish Masses – during the week and on designated Sundays, students actively participated in reading the Acknowledgment of Country, the Mass readings, Prayers of Intercession and Offertory Procession
- Rite of Enrolment - Presentation and Commitment Mass for candidates and their parents for the Sacrament of First Communion was introduced
- Catholic Parish of Ivanhoe Confirmation Retreat Day at Amberley – for our Confirmation Candidates as they prepare to receive this sacrament facilitated by the three RELS from the Catholic Parish of Ivanhoe
- Wonder of Living Health and Human Development program for Year 5 and Year 6 students and their parents

## Learning & Teaching

### Goals & Intended Outcomes

- To embed a culture of thinking to inspire, challenge and engage learners in the contemporary world
- That learners develop dispositions that enable them to be deep, expansive and innovative thinkers and learners in and beyond the classroom
- That English outcomes will improve
- That Mathematics outcomes will improve

### Achievements

- Strong and committed leadership from the Learning and Teaching Leader, Literacy Leader, Mathematics Leader, eLearning Leader and the Student Wellbeing Leader
- Professional Learning Team meetings continue to provide opportunities for professional dialogue and targeted professional learning
- A MIPS Learning and Teaching Google+ community established in 2016, continued to provide a central online professional learning and resource centre
- SIS data showed an increase in: 'student perception of purposeful teaching' 86-89; 'stimulating learning' 82-88; parent perception of learning 'stimulating learning' 81-86; 'parent partnerships' 79-81
- Established a MIPS parent Google+ community in order to provide a central, online source of information and education about current issues such as, resilience and ways to support their child's learning at home
- Continued to explore the Horizons of Hope (HOH) document, specifically the areas on Pedagogy and Curriculum
- Referred back to HOH as unpacked in 2016 when planning
- Continued to embed 'thinking routines' as a means by which staff and students could explore, organise and demonstrate thinking
- Continued to refine the use of 'learning intentions' and 'success criteria'
- The continued use of 'learning logs', with students reflecting on their learning in order to develop their metacognitive language and processes

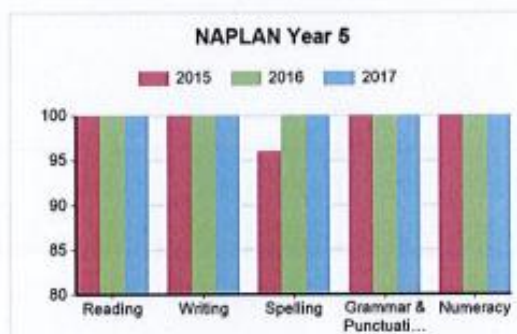
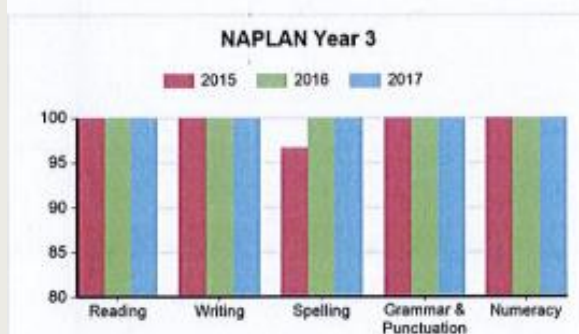
- The dispositions of the Habits of Mind introduced in 2016 were further explored and developed
- Continued to implement the concept of a Growth Mindset and how this can impact positively on learning and teaching
- Read Carol Dweck's, 'A Growth Mindset' as a staff and unpacking its content and implications through the use of particular thinking tools and professional dialogue
- 'Student of the Week' awards now written to acknowledge when a student has displayed a Growth Mindset' or displayed one or more dispositions of a Habit of Mind in their learning
- Ongoing 'intervention meetings' to analyse student assessment data and regular meetings regarding 'at risk' students requiring support
- A 'Celebration of Learning' was held each term so that parents could have increased opportunities to come into the classroom to discuss learning and goals with their children
- A 'Reader of the Week' award continued to highlight and promote the joys of reading to our school community
- Family Engagement in Learning role was combined with the Student Wellbeing role
- Detailed 'Term Overviews' and regular 'Classroom News' are sent home to parents explaining the learning and teaching programs across all curriculum areas
- Kitchen Garden program continued
- Extra-curricular activities introduced such as, the Kelly Sports Program and the 'Green Rangers' who worked with the Sustainability Leader as environmental stewards in promoting waste reduction within the school community
- Students participated in a number of excursions and incursions to engage and support learning
- A range of ICT tools continue to be provided to support learning and teaching programs
- Further unpacking of all learning areas and capabilities within the Victorian Curriculum for staff to gain a deeper understanding
- An Educational Consultant continues to be employed on a part time basis, to administer extra assessments on students and to support the compilation of Personalised Learning Plans

- The 'Reading Recovery' program continued to support students at risk in reading
- School Rules reintroduced as School Values – 'I am a friend', 'I am a learner', I am respectful'
- 'Student of the Week' awards given out at weekly whole school assembly reflect the students' display of one or more of the School Values
- Regular Professional Learning Team meetings occurred to deepen professional knowledge of the Mathematics curriculum
- Mathematics Information Night for parents held to explain the Victorian Curriculum and current approaches to the teaching of Mathematics
- Reviewed and refined the Assessment Schedule for the beginning and end of year assessment of students
- A session for parent helper was held to inform parents about expectations of being a classroom helper
- Professional Learning day (school closure) for 2018 planning
- Appointment of a staff Environment/Sustainability Leader who has highlighted aspects of caring for our environment in the school grounds and beyond, including the introduction of bins for organic waste
- Participation in 'Clean Up Australia Day' in school grounds and in surrounding parklands
- The annual celebration of Italian Day
- Introduced an annual 'Science Week' across all levels providing a range of learning experiences covering various aspects of Science incorporating incursions and excursions

## STUDENT LEARNING OUTCOMES

As demonstrated in the table below, all students in Year 3 and Year 5 have reached the national minimum standard in all NAPLAN tests for 2016-2017. An improvement in spelling from 2015 means that all students from 2016 onwards now also meet the minimum standard in that test.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	96.6	100.0	3.4	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	96.0	100.0	4.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



## Student Wellbeing

### Goals & Intended Outcomes

- To develop and enhance social skills and personal dispositions so that all students thrive
- That all students have a sense of wellbeing and that they feel safe and valued
- That students develop resilience through a positive outlook
- That our Catholic faith is reflected in respectful actions and interactions of the community.

### Achievements

- Reviewed and refined Child Safety procedures and policies particularly in relation to the engagement of volunteers, agency teaching staff, OSH staff and our private music teachers
- Provided increased opportunities for students to build responsibility for decision making in their learning
- Continued to provide targeted education for parents by creating opportunities for dialogue regarding their child's progress and contemporary pedagogy
- Conducted survey to gauge student/parent/staff perceptions of student wellbeing
- A staff member was appointed to the role of FEIL Leader
- Dedicated leadership by our Student Wellbeing Leader
- School Wide Positive Behaviours (SWPB) continued to be embedded in practice, with SWPB matrix revisited – our school rules, 'I am a learner', 'I am respectful' and 'I am a friend' became known as School Values
- Ongoing approaches and strategies embedded in practice include: Circle time, the Habits of Mind, Restorative Practices and regular, documented Social and Emotional Learning sessions for all students in P-6
- Introduction of 'Growth Mindset' through professional book study and the introduction of this approach with our student
- Introduction of the 'Rights, Responsibilities and Respectful Relationships Program' to staff and students. We became a partnership school (St Francis Xavier, Montmorency) and received a government grant to be used in 2018
- Introduction of the NIRODAH Counselling Services, offered to families to support our students' wellbeing



- *All student attendance is monitored twice daily and absences are recorded on the Nforma program - Nroll. The classroom teacher and /or the Principal contacts parents if there are any unexplained and repeated student absences. Any instance of truancy would be reported by the Principal to the appropriate welfare and government agencies. Absences/late arrivals are recorded on the student reports twice yearly.*

#### VALUE ADDED

- Student Wellbeing Leader and Learning and Teaching Leader attended Catholic Education Melbourne Child Safe professional learning and disseminated information to staff
- Reviewed and revised our Child Safe Policy in consultation with all staff and the school community was informed
- Reviewed and revised our Child Safe Code of Conduct for parents, staff, volunteers, contractors, clergy that all community members were required to sign
- Staff were introduced to the PROTECT documents through targeted professional learning
- Child Safe continues to be a standing item on our weekly staff and leadership team meeting agendas
- School became a partner school with St. Francis Xavier Montmorency for the Department of Education and Training program 'Rights, Responsibilities and Respectful Relationships'
- Student Wellbeing Leader and Learning and Teaching Leader attended Professional Learning about the Department of Education and Training program 'Rights, Responsibilities and Respectful Relationships'
- Learning Support Officers continue to support students identified with special needs
- Personalised Learning Plans – educational and behavioural – devised for students requiring extra support, together with regular Parent Support Group meetings
- The school library continues to be open on Mondays at lunchtime to provide a passive play environment for students
- Kelly Sports was introduced during Friday lunchtime as an extra curricula activity
- MIPS Green Rangers and the Garden Club were introduced, with a one day a week lunchtime session as an extra curricula activity
- Intervention programs for students identified as 'at risk' continued including Reading
- Recovery, Numeracy Intervention, Literacy Intervention
- Continued to offer 'Gateways' to students who have been identified as operating as 'well above standard'



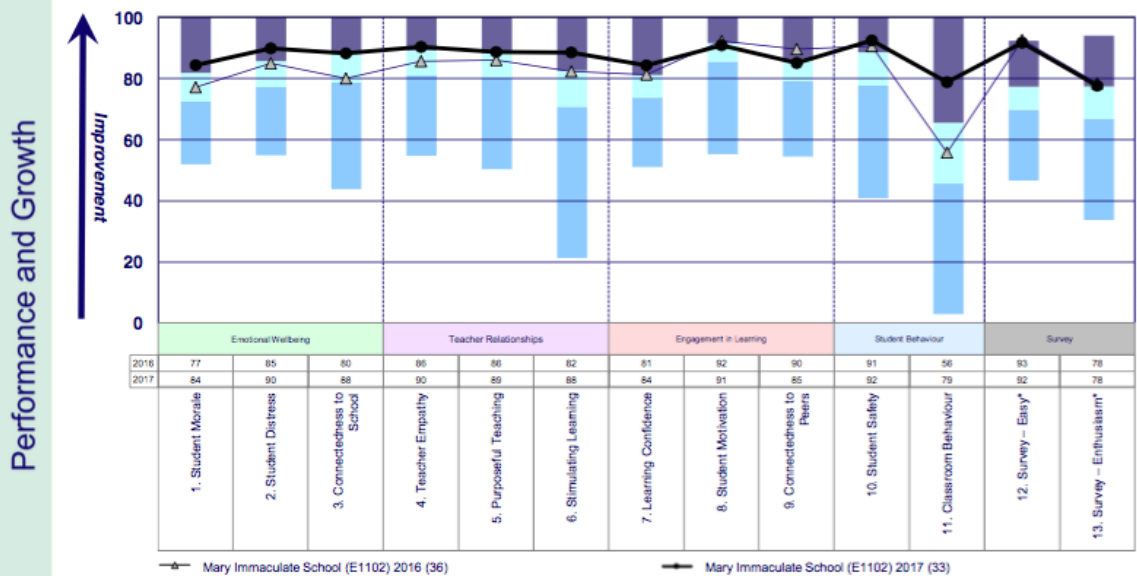
- Our extended Prep Orientation Program continued to ensure that our new Prep students experienced a positive transition from kindergarten to school
- Year 5 and Year 6 students attended the National Young Leaders Day
- Our successful Prep/Year 6 Buddy Program continued
- SRC program continued with our student representatives and Wellbeing Leader meeting regularly to plan for social justice initiatives and to provide an opportunity for increased student voice
- 'Wonder of Living', a health and human development program was provided for Year 5 and Year 6 students and their parents
- Wellbeing Leader periodically provided professional learning/reading to parents in the newsletter
- Wellbeing Leader provided professional learning/reading to staff
- Began the school year with no assessment days for students - focus on building relationships, use end of year data to inform the beginning of year programs
- School subscribed to Michael Gross', 'Parenting Ideas' online platform which provides child development and parenting advice
- 'Student of the Week' awards acknowledge when a student has displayed a Growth Mindset' or displayed one or more dispositions of a Habit of Mind in their learning
- A 'Celebration of Learning' was held each term so that parents could have increased opportunities to come into the classroom to discuss learning and goals with their children
- A 'Reader of the Week' award continued to highlight and promote the joys of reading to our school community
- Staff Family Engagement in Learning role combined with the Student Wellbeing role

STUDENT SATISFACTION

- Our SIS Data shows that compared to 2016, in 2017 all but one area, significantly improved, with all areas now in the top 25% of Australian primary schools.

2017 student experience – actual scores ...

Your school relative to the range for Australian primary schools.



## Child Safe Standards

### Goals and Intended Outcomes

- Mary Immaculate School, we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Policies, procedures and strategies have been developed to ensure that every child in our school community is safe and protected from all forms of abuse.

### Achievements

#### The development of policies and commitments

Mary Immaculate School has continued to broaden its comprehensive suite of Child Safety policies & procedural documents to incorporate aspects relating to the following:

- *Working With Children Check Requirements* – To reflect changes to the WWCC that came into effect in August 2017;
- *Organisational Duty of Care* – Defining the school's statutory 'duty of care' to take all 'reasonable precautions' to protect students and young people under their care;
- *Reportable Conduct Scheme* – Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers;
- *School Attendance Guidelines* – Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern.

#### Training and Awareness Raising Strategies

All staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind. Staff members have participated in a variety of training initiatives including:

- On-line Mandatory Reporting Modules (annually);
- Protect – Responding to Suspected Student Sexual Offending;
- The School's Child Safety Policy & Code of Conduct (annually);
- Reportable Conduct Scheme Requirements;
- Organisational Duty of Care;
- Risk Management – Excursions & Camps;

- School Attendance Requirements.

### **Consultation with the Community**

Mary Immaculate School has continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work':

- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

### **Human Resources Practices**

Mary Immaculate School continues to implement practices inline with CECV guidelines to ensure that its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in Child Safety practices. To achieve this, the school ensures that the following processes have a Child Safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.
- Maintaining detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work'.

## Leadership & Management

### Goals & Intended Outcomes

- To further embed a professional learning culture in and beyond the classroom
- That a culture of high expectations and best practice is further developed and embedded
- That clarity regarding the roles and expectations of all staff members will improve

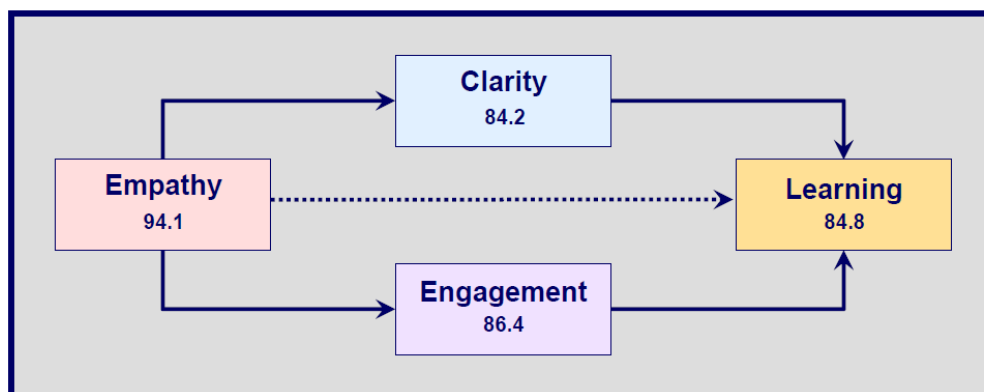
### Achievements

- The Leadership Team which consists of the Principal, Deputy Principal/Director of Learning and Teaching, Director of Faith Education, Director of Literacy, Mathematics Leader and Student Wellbeing Leader, met regularly to discuss operational items as well as to plan for future direction
- A new Principal was appointed
- Our School Improvement Survey - Four Cultural Pillars data improved significantly from 2016, demonstrating effective school leadership and management:

They are:

- ❖ **Empathy** (Supportive Leadership)
- ❖ **Clarity** (Role Clarity)
- ❖ **Engagement** (Teamwork, Empowerment, Ownership)
- ❖ **Learning** (Appraisal & Recognition, Professional Growth)

Shown below are **your school's** percentiles on the four cultural pillars relative to other **Australian primary schools** that have used this survey.



- Similarly, our School Improvement Survey - School Effectiveness Data showed significant improvement, demonstrating effective school leadership and management :

[The table below displays your school's scores on each of the climates and outcomes presented in the diagram on the previous page. The table includes actual scores, which demonstrate how your school is performing, and percentiles, which identify areas of strength and improvement within your school. Each score is calculated according to the description below.

- ❖ *Organisational Climate* is calculated using the following indicators of the *Staff Survey*: Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal & Recognition and Professional Growth
- ❖ *Teaching Climate* is calculated using the following indicators of the *Staff Survey*: Student Management, Curriculum Processes, Student Motivation, Respect for Students, Parent Partnerships, Teacher Confidence, Engaging Practice and Quality Teaching
- ❖ *Student Behaviour* is calculated using the following indicators of the *Staff Survey* (Student Behaviour (Classroom) and Student Behaviour (School)) and the following indicators of the *Student Survey* (Student Safety and Classroom Behaviour)
- ❖ *Student Wellbeing* is calculated using the following indicators of the *Student Survey*: Emotional Wellbeing (Student Morale, Student Distress, Connectedness to School); Teacher Relationships (Teacher Empathy, Purposeful Teaching, Stimulating Learning); and Engagement in Learning (Learning Confidence, Student Motivation, Connectedness to Peers)

Climate or Outcome	Actual Score	Percentile
Organisational Climate	88.17	90.94
Teaching Climate	90.79	92.15
Student Behaviour	Staff: 91.94; Student: 85.61	Staff: 87.06; Student: 92.85
Student Wellbeing	87.74	87.18

- The 2017 Annual Action Plan was significantly reviewed and refined
- Introduced a new Leadership Team Meeting structure for the consistent documentation of Leadership Team meetings
- Appointed new teacher Environment/Sustainability Leader to coordinate school based initiatives that promote the school community's education and understanding in this area and to have a more positive impact on our local environment
- Initiated our inaugural staff Professional Book Study
- Initiated a new staff Annual Review Meeting format for all staff members, based on the joint CECV/IEUVicTas proforma
- Continued to provide targeted onsite and external professional learning opportunities for all staff members

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2017

- Horizons of Hope
- Child Safe
- Mathematics
- English
- Thinking Routines
- Spirituality/Faith Formation
- Zone and Regional Network meetings
- Family Engagement in Learning
- Habits of Mind
- Data Analysis
- Mandatory Reporting
- Nationally Consistent Collection of Data (NCCD)
- Emergency Management
- Marketing
- Victorian Curriculum
- Oral Language
- Student Wellbeing – resilience/anxiety, Berry Street Education Model, ‘Rights, Responsibilities and Respectful Relationships Program’
- Learning intentions/Success Criteria
- Growth Mindset

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

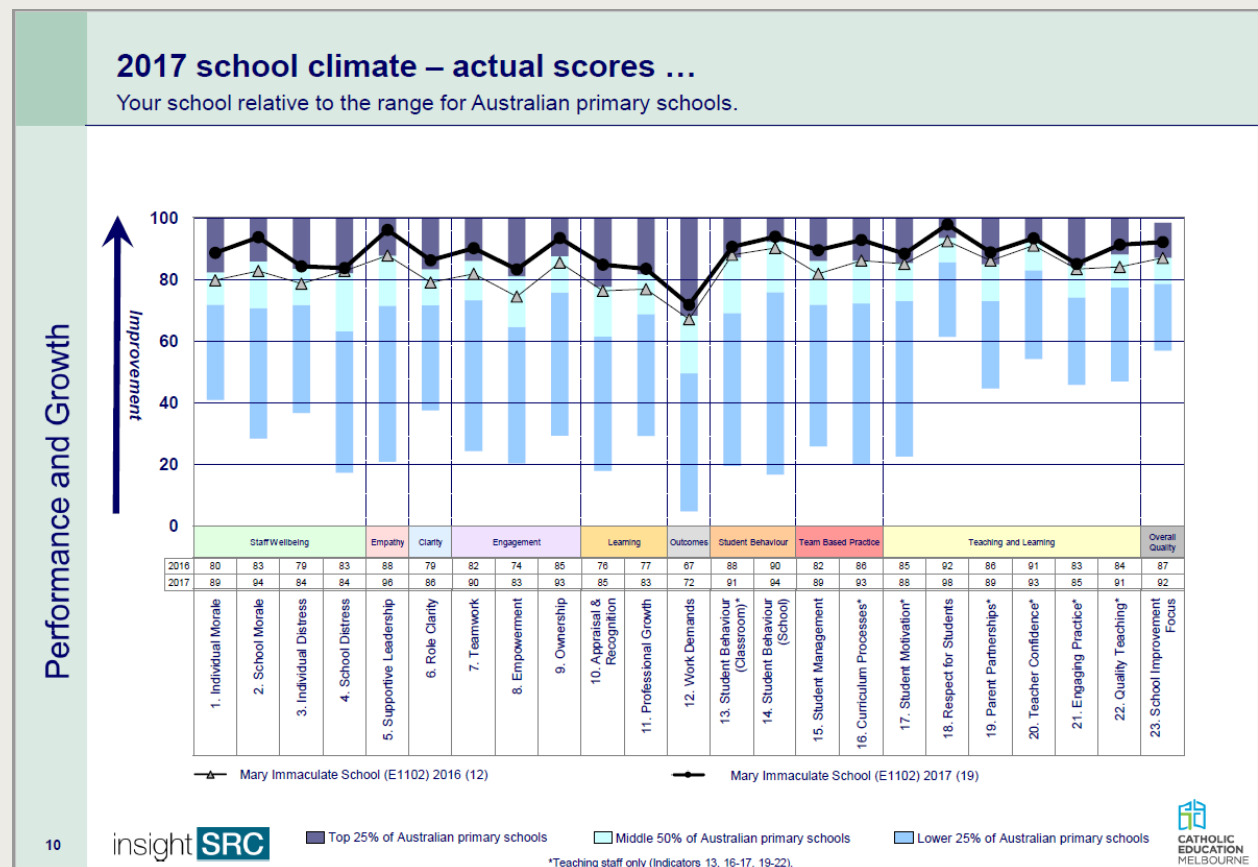
All staff participated in PL

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$550

## TEACHER SATISFACTION

- Our School Climate Actual Scores improved significantly from 2016-2017, with all indicators now in the top 25% of all Australian primary schools:





## School Community

### Goals & Intended Outcomes

- Further develop Mary Immaculate School as a vibrant faith community that welcomes, supports and engages all families
- That all parents are more actively engaged in their children's learning
- That our Catholic faith is reflected in respectful actions and interactions within our community
- That Mary Immaculate School will have a visible presence in the community in order to maximise enrolments, promote positive community relationships and learning partnerships

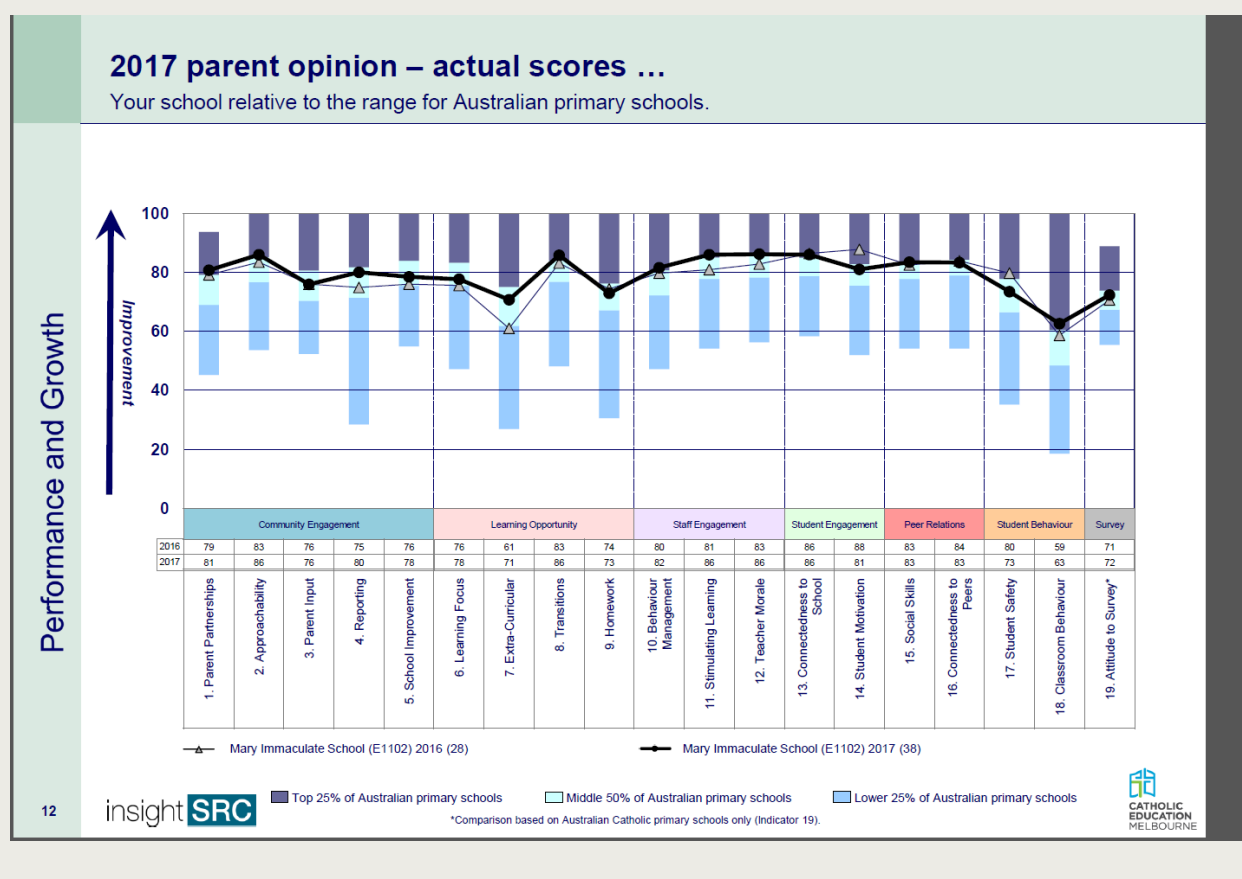
### Achievements

- Increased the number and variety of opportunities for parents to engage in their child's learning eg Mathematics Information Night, termly Celebration of Learning
- A staff member and a SAC member continued to focus on Family Engagement in Learning
- Further explored ways to enhance links with the parish and between the three parish schools eg shared staff meetings, family Sacramental workshops
- Established further authentic community links to learning in and beyond the classroom e.g. Science Week incursions/excursions, Seven Women Women's Day luncheon, the Ivanhoe RSL fundraiser
- Increased the school's profile in the community by hosting the Fairy Hills Kindergarten Annual Information Night, advertised in the local paper, increased the number of school advertising boards from two to three
- Reviewed and updated school website – parent photographed students and the school for use on our website
- Parental support is sought and welcomed and included – literacy helpers, tuckshop, excursions, camps, sports days, working bees, special events, SAC and PA
- 'Celebration of Learning' sessions increased to be held one each term
- Family sacramental workshops - hosted by MIPS for the three parish schools
- Ongoing social justice initiatives e.g. Caritas, Mission Fair, Open the Doors Foundation
- Friends Igniting Reconciliation through Education (FIRE) Carrier School and the hosting of the North East Region FIRE Carrier Dinner
- Active and effective School Advisory Council and Parents' Association

- Tiqbiz App – rebranded and updated as FlexiBuzz - for improved parent/school communication and the inclusion of an online school events calendar
- Annual ‘Grandparents and Special Person Day’ held including a Mass, school concert and morning tea
- Mathematics Information Night for parents held to explain the Victorian Curriculum and current approaches to the teaching of Mathematics
- Annual ‘Welcome Picnic’ was held to welcome new and existing families to the beginning of the school year

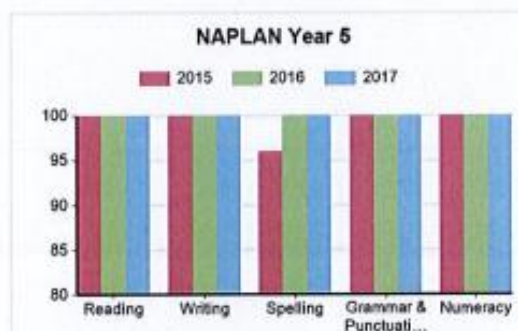
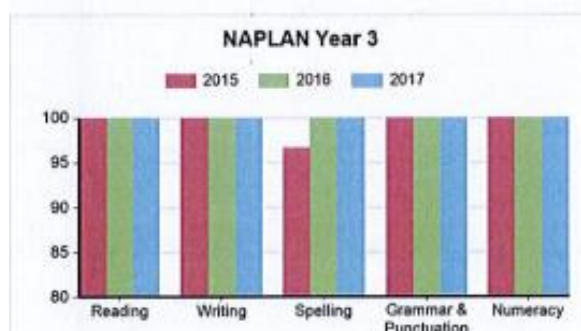
## PARENT SATISFACTION

All but two indicators of Parent Satisfaction have continued to show improvement with more than half of the areas now in the top 25% of Australian primary schools.



## VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	96.6	100.0	3.4	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	96.0	100.0	4.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	94.35
Y2	94.87
Y3	96.56
Y4	95.38
Y5	95.14
Y6	89.05
Overall average attendance	94.23

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.34%

STAFF RETENTION RATE	
Staff Retention Rate	70.59%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	16.67%
Graduate	16.67%
Certificate Graduate	0.00%
Degree Bachelor	58.33%
Diploma Advanced	75.00%
No Qualifications Listed	8.33%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	20
FTE Teaching Staff	11.419
Non-Teaching Staff (Head Count)	7
FTE Non-Teaching Staff	3.558
Indigenous Teaching Staff	0

**NOTE:**

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)



