

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

**MARY IMMACULATE PRIMARY SCHOOL
IVANHOE**

2018

REGISTERED SCHOOL NUMBER: 1164



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Minimum Standards Attestation

I, Veronica Antrim, attest that Mary Immaculate 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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 10 2019

Our School Vision



Mary Immaculate Vision Statement



*A dynamic and caring community,
committed to enacting our faith;
inspiring, challenging and engaging
lifelong learners.*

(excellence, integrity, inclusiveness, respect)

School Overview

- Mary Immaculate Primary School (MIPS) 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 2018, Mary Immaculate School is one of two Catholic primary schools, which make up the Mary Mother of the Church Catholic Parish Ivanhoe.
- Our enrolment for 2018 was 131 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 22 full and part-time staff members, many of whom undertake a number of roles: nine classroom teachers, five specialist teachers, five 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.
- In addition to our comprehensive core curriculum, all students take part in our broad 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, Visual Arts Showcase, Scholastic Book Fair.
- Our major goal throughout 2018 has been to continue to develop and embed a 'culture of thinking', across our school community. Our strategic intent as documented in our School Improvement Plan is that 'all learners in our school community will be engaged, enabled and supported'.

Principal's Report

There have been many highlights and achievements during 2018 including:

- Continued improvement, building on the success of the 2017 School Improvement Survey (SIS) data, particularly in the Four Cultural Pillars, which reflect the conditions that contribute to employee wellbeing, engagement and performance within our school and relative to all other Australian primary schools ('Empathy & Supportive Leadership' - 95th percentile, 'Role Clarity' – 92nd percentile, 'Learning, Professional Growth, Appraisal & Recognition' – 91st percentile and 'Engagement, Teamwork, Empowerment and Ownership' – 88th percentile)
- Twilight Fair – planned and run by our dedicated Parents' Association to further build community and to raise funds for our school
- P-6 Visual Arts Showcase – Open by 'The Wonder of the Darebin Parklands' – all students displaying their artwork using a variety of media, representing different elements of this wonderful, natural resource at our doorstep
- Our students attended overnight camps; Year 3 and Year 4 at the Lady Northcote Camp in Bacchus Marsh, and our Year 5 and Year 6 students attended our biennial school camp spending three nights in Canberra – 'Democracy and Our Nation's Capital'
- Sacramental Program continued with our Year 3 students celebrating the Rite of Reconciliation and First Communion, and our Year 6 students, the Sacrament of Confirmation
- Our sport uniform was updated to reflect our new school colour ways and to improve warmth and 'usability'
- Held a Family Maths Night – to build on our 2017 parent information night and to continue to build family engagement so that our parents had the opportunity to further develop their understanding about how/why Mathematics is taught at MIPS
- Held a Cybersafety Parent Information Night in our school hall and invited the parents from St Bernadette's School to also attend
- School closure – staff professional learning about the principles of Catholic Social Teaching
- Year 5 and Year 6 students planned and ran our annual Mission Fair after researching which charity they would like to support through this social justice initiative
- Secured funding and introduced the 'Resilience, Rights and Respectful Relationships' Yearn P-6 wellbeing program
- Reviewed and redeveloped our School Wide Positive Behaviours Matrix
- Completed our second professional book study on 'The Agile Learner' – which combines the Habits of Mind with the Growth Mindset

- School website – significant redevelopment of interface, format, colours, content, photos etc.
- To raise our profile in the local community, we increased the number of school Open Days from three to four, and increased the number of advertising boards on display in various locations in Ivanhoe from three to seven
- Developed Open Day ‘show bags’, which contain our enrolment pack and MIPS branded items including a bookmark, pencil, balloons and magnet
- Year 5 and Year 6 classes visited two local kindergartens to spend time with the kinder kids, present each child with a picture book and to further develop positive relationships within our local community
- Principal and Deputy Principal visited all kindergartens and child care centres in the local area to further raise our profile and further develop positive relationships within our local community
- Warmly welcomed seven families from Mother of God Primary School
- Successfully transitioned to the NCCD
- Reviewed and updated the School Advisory Council Guidelines
- Successful applications for a number of grants to improve the outdoor play spaces and gardens
- Successful applications for Sporting School Grants for hockey, soccer and athletics
- Our school choir sang at the Banyule Citizenship Ceremony
- Year P/1/2 classes visited the Ivanhoe Library for Book Week activities
- Continued with our lunchtime clubs – Kelly Sports and Library Club, and introduced two new clubs, Chess Club – run by Australian Chess coach – Professor Jim Cannon and our Gardening Club, run by our staff Environment/Sustainability Leader
- Special events and activities this year included: Welcome Picnic, Clean up Australia’s Schools Day, Harmony Day, Science Week, Grandparents/Special People day, Celebrations of Learning, Italian Day, FIRE Carrier Student Day, National Young Leaders Conference, Mary Immaculate Feast Day, Mary Mother of the Church end of year Mass and picnic, Carols Night, Year 6 Graduation Dinner and Liturgy
- Introduced the hosting Code Camps in the school holidays for our students and those in the wider public, to develop skills in coding, online game creation and robotics

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 REL from the other Mary Mother of the Church Catholic Parish Ivanhoe School and the Mary Mother of the Church Catholic Parish Ivanhoe Liturgy Team
- Our new School Vision Statement is clearly visible throughout the school and is referred to regularly as it forms the basis of all we do
- Our three school values underpinned classroom behaviours and are referred to in the Student of the Week Awards, at school assemblies and through the newsletter
- Relevant and meaningful Lent and Advent liturgies were held at the Church led by our students, who participated in them with respect and reverence
- Continued to embed the Renewed Religious Education Framework curriculum
- Continued to use explicit language to link social justice and scripture
- Christian Mediation continues to be embedded across all year levels
- The role of our Year 6 student Liturgy Leaders continues to develop as they conclude our Monday morning assembly with prayer, read at school and Sunday Parish Masses, sacramental celebrations and at Lenten and Advent Liturgies
- Our school's newly developed Religious Education Inquiry Unit Planner now also includes a section on Catholic Social Teachings
- 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
- Provided opportunities for parents to engage in the faith journey of their children

VALUE ADDED

- Professional Learning day (school closure) on the Catholic Social Teachings run by the Religious Education Leader
- Explicit links with Catholic Social Teachings and our Religious Education program as well as the inclusion of CST on our new school based RE Inquiry planner
- Social justice initiatives include: Caritas – Project Compassion, Mission Fair - Catholic Mission, A Day in May - Kids with Cancer, Pyjama Day - Homeless, Jeans for Genes Day - genetic diseases, Crazy Hair Day - Cystic Fibrosis, Wear Red for Red Cross, St Vincent De Paul Christmas Hampers
- 2018 Project Compassion Lenten links with scripture and these stories included as part of our Religious Education program and also referred to and included in our school's weekly newsletter
- Year 5 and Year 6 students planned and ran our annual Mission Fair after researching which charity they would like to support through this social justice initiative. Money raised went to buying back packs for Catholic Care; student voice was sought in what items would be purchased to go into the back packs and students packed them
- Staff scripture staff meeting across the two schools in the Mary Mother of the Church Ivanhoe Parish run by Fr Bill
- Learning intentions in Religious Education were introduced P-6
- Digital Technology used to support the learning and teaching in RE
- Student Liturgy Leaders conclude weekly assembly with a prayer
- Students rostered on to lead daily classroom prayer
- Introduction of classroom meditation monitors
- Sacramental Parent and Child Workshops now being led in consultation with the Parish Priest and the schools Religious Education Leaders
- Rite of Enrolment Masses for candidates and their parents for the Sacraments of Reconciliation, First Communion and Confirmation continue to be a significant way of raising awareness and acknowledging the special Sacrament for which these children are preparing
- Hosted the Mary Mother of the Church Parish Ivanhoe Confirmation Retreat Day for our Confirmation Candidates as they prepare to receive this sacrament facilitated by the schools two Religious Education Leaders from the Mary Mother of the Church Parish Ivanhoe
- Year 3 First Communion students rostered on to attend and to bring up the offertory gifts at a Sunday Parish Mass

- Year 6 Confirmation students rostered on to attend and read the Responsorial Psalm at a Sunday Parish Mass
- The time of the Sacrament of Reconciliation for Year 3 students was changed from during the school day to the evening to enable more families to be there to celebrate and support their child in their faith journey
- During the Sacrament of First Communion Year 3 students prepare the altar for the Eucharistic Celebration and now remain standing together until they have received Communion
- Senior students attended the Mass for the Anointing of the Sick and served morning tea to sick, frail and elderly parishioners
- Year 5 students continued to volunteer 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
- Year level families invited to attend Sunday Parish Masses where students take responsibility for reading and bringing up the offertory gifts
- Fr Bill blessed all classrooms and learning spaces at the beginning of the year
- 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
- Participated in the FIRE Carrier student day for students in our zone at Bunjilaka – Melbourne Museum
- School Wide Positive Behaviour matrix reviewed, refined, referred to in classrooms and student voice was sought
- Emphasis on the Student of the Week Awards became more reflective of our 3 school values: 'I am a learner', 'I am a friend' and 'I am respectful'
- Celebrations of significant school events like Alleluia Day, Anzac Day, Remembrance Day and our school Feast Day
- School enrolment form was amended to include; parents to support the staff in educating their child and to support policies and procedures of the school
- School/Parish Relationship Parent Code of Conduct introduced
- Updated Child Safe Code of Conduct with all members of the school community to sign

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

- SIS Data 2018 - Teaching Climate indicator reflected an improvement from 2017 - 90.8 to 91.1. and remains consistently high
- SIS Data 2018 Teaching Climate and Student Wellbeing indicators continue to reflect high scores that are above the mean scores, with the Teaching Climate being significantly above
- Professional Book Study 'The Agile Learner' completed based on visible thinking tools as prompts to further explore the Habits of Minds and Growth Mindset
- Continued to meet early in the year with Principal, Learning and Teaching Leader and class teachers to analyse data collected via beginning of the year assessments and recorded on Class Data sheets, to identify students who may be 'at risk' at either end of the learning spectrum
- 'Student of the Week' awards written to acknowledge students demonstrating Growth Mindset, Habits of Mind and school values
- Hosted Cyber Safety parent night, also attended by the St Bernadette's School community
- Ongoing curriculum newsletters/overviews to inform parents about the planned learning experiences for their child
- Class assemblies in Terms 2 and 3 are opportunities for parents to see the learning that is occurring in all year levels
- 'Celebration of Learning' days held termly to further engage our parents in their child's learning
- Continued to explore the Habits of Mind and develop Growth Mindset dispositions through explicit teaching and expectations
- Trialled 'My Chinese Teacher' (online Chinese lessons)

- Opportunities for student reflection to develop and strengthen metacognition, e.g. learning logs
- Continued to use 'extending' and 'enabling' prompts in Mathematics to support our learners
- Successful Visual Arts Show – 'The Wonder of the Darebin Parklands', which showcased our students' talents and affirmed our proximity to and relationship with the Darebin Parklands
- Introduced lunchtime clubs including, Chess Club, Gardening Club, Kelly Sports
- Continued to open the library one lunchtime per week
- Further expanded our Science Week to include rotational activities, whole school incursions and excursions
- Whole school excursion to, 'Edendale Community Environment Farm' in Eltham, as part of Science Week
- Participated in St Bernadette's Maths Day
- Continued to offer G.A.T.E. Ways - which provides challenging and innovative programs to support and extend our learners who are operating above the expected level
- All students supported to complete NAPLAN and the 2018 data indicates that in Reading, 18.75% of students made low growth, 50% made medium growth and 31.25% made high growth
- Overall 81.25% of students made medium to high growth
- Numeracy results showed that 50% of students made medium growth
- Reading, Writing, Spelling and Grammar and Punctuation results showed that 50% or more of our students were at or above the State mean score.
- 'Literacy Parent Helpers' session continued to be offered to all parents to support the literacy learning in the P – 2 classrooms
- Unit planner documents for Maths, English and Integrated Studies adjusted to allow for the recording of the pre-assessment task
- Held a 'Family Maths Night' in Semester 2, where parents and children were invited into classrooms to participate in Maths related activities to further support family engagement in learning
- Term 2 Celebration of Learning had a further Mathematics focus where parents were able to see and discuss the Mathematics learning with their child/ren in each classroom
- School Closure Planning Day for 2019

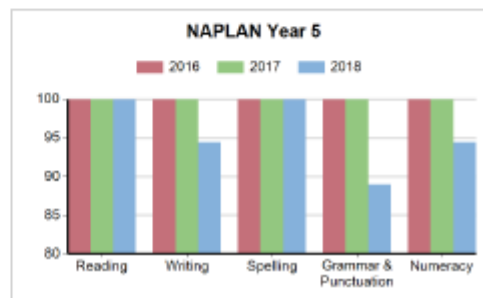
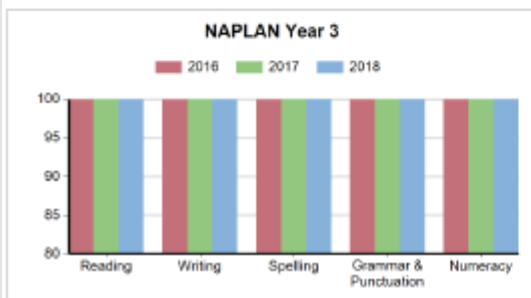
- File handover/professional dialogue at the completion of the year to provide a smooth transition for our students
- Restructuring of record keeping of adjustments for students on the NCCD
- Adjustments for individual student's L&T program is recorded in work programs and Learning Support Officers' notes
- Celebrated Book Week with a character/book dress up parade and a family activity day where, in multi-age groups, students participated in art/craft activities which reflected an aspect of some of the books which were short listed for the Children's Book Council of Australia, 'Book of the Year' award
- Attended Marcellin College NAPLAN Data Analysis session
- Staff completed the Disability Standards for Education eLearning Course
- End of year Class Data Assessment Sheets completed annually. The data indicates that all students are at or above stanine 5 for PAT R and PAT M with the exception of students who are on the NCCD register or who have PLPs for learning difficulties
- Senior students participated in a day of debate at State Parliament on the issue, 'There should be a tax on sugar'
- Held the annual Footy Day where students in family, multi-age groups took part in activities which involved designing, fine motor skills, responding to music and showing their knowledge of all things football via trivia quiz
- All Year 2 students reached the Level 28 text benchmark, except for one, who is on the NCCD register
- Year 5 and Year 6 students attended the 'National Young Leaders Day' at the Melbourne Convention and Exhibition Centre to further develop their leadership skills
- Team of Junior school teachers, together with the Learning and Teaching Leader attended a Literacy Seminar at the Veneto Club which focused on spelling in the junior years
- Continued to participate in national 'eSmart Week' which highlights the need to be safe when using digital devices
- Celebrated Christmas with a Family Activity Day where, in multi-age groups, students participated in art/craft activities which relate to this religious and festive season
- Our students attended overnight camps; Year 3 and Year 4 at the Lady Northcote Camp in Bacchus Marsh, and our Year 5 and Year 6 students attended our biennial school camp spending three nights in Canberra – 'Democracy and Our Nation's Capital'
- Successful applications for Sporting School Grants for hockey, soccer and athletics
- A variety of excursion and incursions offered to further support our student's learning

- Our students attended overnight camps; Year 3 and Year 4 at the Lady Northcote Camp in Bacchus Marsh, and our Year 5 and Year 6 students attended our biennial school camp spending three nights in Canberra – ‘Democracy and Our Nation’s Capital’
- Successful applications for Sporting School Grants for P-6 sessions in hockey, soccer and athletics

STUDENT LEARNING OUTCOMES

As demonstrated in the table below all students in Year 3 have reached the national minimum standard in all NAPLAN tests for 2017-2018. In Year 5 the national minimum standard was reached in Reading and Spelling.

E1102 Mary Immaculate School, Ivanhoe					
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 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	100.0	100.0	0.0	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	88.9	-11.1
YR 05 Numeracy	100.0	100.0	0.0	94.4	-5.6
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	94.4	-5.6



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 our community

Achievements

- Behaviour Management Policy reviewed and rewritten as Student Behaviour Support Policy
- 'Power of One' – whole school incursion that focuses on positive behaviours and anti-bullying
- Subscription with newsletters to Parenting Ideas website to support parents to support their child/ren
- 'Rights, Responsibilities and Respectful Relationships Program' taught P-6 and funding
- Hosted a Parent Cyber Safety Information Night and invited the St Bernadette's parents to also attend
- Began the redevelopment of our Bullying Policy to Respectful Relationships – Anti-Bullying Policy
- Dedicated leadership by our Student Wellbeing Leader
- Updated Child Safe Code of Conduct with all members of the school community to sign
- Briefed staff on the changes to the Protect document to ensure consistent understandings
- Continued to disseminate information about Reportable Conduct
- Child Safe Code of Conduct is in Staff Handbook
- Continue to maintain Working With Children Check Register for volunteers and contractors
- Working Bee volunteers now need a Working With Children Check
- Continued promotion of student voice through strategies such as, regular Social Circles P-6, SRC, Principal's open door policy

- Continued to have the Code of Conduct and Child Safe Policy as part of staff employment contract
- Prior to appointment of staff CECV guidelines are followed
- Continued to have Child Safe on our weekly staff meeting agenda and discussed at leadership meetings
- Classroom and Playground Incident Books renamed as Behaviour Support Books
- School Wide Positive Behaviours (SWPB) continued to be embedded in practice, with SWPB matrix revisited – our school values, 'I am a learner', 'I am respectful' and 'I am a friend'
- Classes investigated SWPB Matrix
- Staff completed the Disability Standards for Education eLearning Course
- Ongoing approaches and strategies embedded in practice include: Circle Time, the Habits of Mind, Restorative Practices, Growth Mindset and regular, documented Social and Emotional Learning sessions for all students in P-6
- Ongoing implementation of the 'Rights, Responsibilities and Respectful Relationships Program' to staff and students
- Ongoing NIRODAH Counselling Services, offered to families to support our students' wellbeing
- Celebrations of Learning
- Family Maths Night
- Visual Art Show
- Year 6 Student Leaders began to lead Monday Assemblies
- Student of the Week focused on School Values, Habits of Mind and Growth Mindset
- Student Reader of the Week continued at assemblies

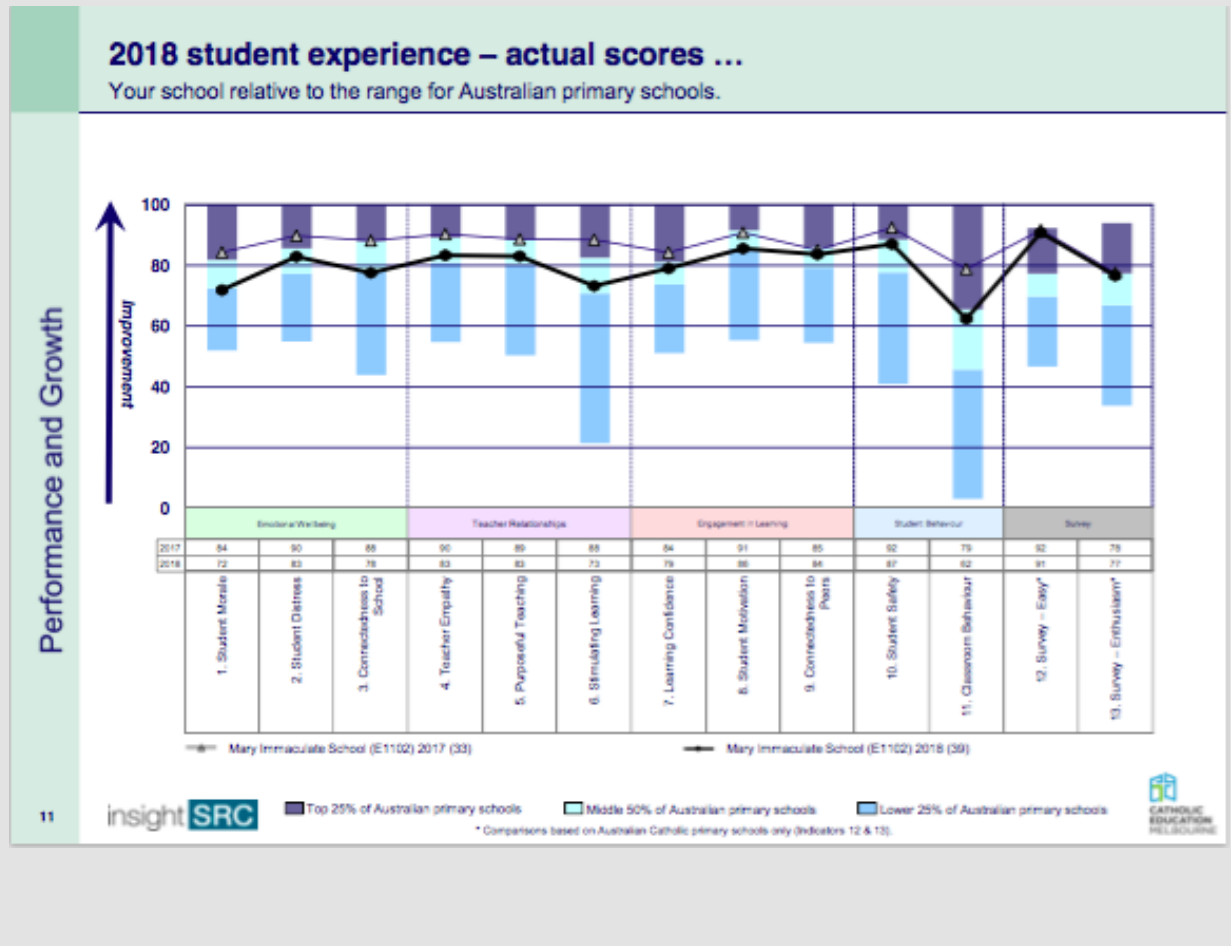
VALUE ADDED

- 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 new PROTECT documents through targeted professional learning
- Child Safe continues to be a standing item on our weekly staff and leadership team meeting agendas
- School continued to be 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
- Chess Club was introduced during Monday lunchtimes as an extra-curricular activity and run by an Australian Chess Coach
- The school library continues to be open on Wednesdays at lunchtime to provide a passive play environment for students
- Kelly Sports was introduced during Tuesday lunchtime as an extra-curricular 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 and support for students identified as 'at risk' continued, including Reading Recovery
- 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
- Wellbeing Leader periodically provided information and readings 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 re-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

STUDENT SATISFACTION

Whilst our SIS data reflects a drop in all areas from 2017 our results are still in the top 25% of Australian Primary Schools in the majority of indicators.



STUDENT ATTENDANCE

In line with our Attendance Policy all student attendance is monitored twice daily and absences are recorded the NForma program – NRoll. Each classroom teacher has their own login and password to access Nforma. All absences are recorded and notes from parents and caregivers must be kept and submitted for archiving at the end of the year. Teachers, including specialist teachers, will record absences from school or class. Any unexplained absences are to be reported to the Office Manager by 9:15am, who will telephone parents on the morning of absence. Parents are required to send a note/email/FlexiBuzz notification to the class teacher explaining the reason for the child’s absence. The Principal and parents will be notified regarding unsatisfactory or irregular student attendance. Attendance is recorded on the students’ reports twice a year.

Child Safe Standards

Goals and Intended Outcomes

Mary Immaculate Primary School continues to hold the care, safety and wellbeing of our students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the Gospel. Mary Immaculate Primary School acknowledges that creating a Child Safe environment is a proactive and dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2018, our school has sought to further embed its Child Safe strategies through the ongoing review and implementation of policies and procedures. Ongoing Professional learning has continued for all staff members to ensure that we meet our obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

Mary Immaculate Primary School has continued the ongoing implementation and review of our Child Safe policies, documents and procedures. We remain committed to ensuring the well-being and safety of all students under our care by actively implementing, reviewing and improving our Child Safe strategies:

Embedding of policies and commitments into every day practice

- Child Safety Standards remain a regular agenda item at staff and leadership team meetings where the school's Child Safety strategy, risk management processes and their effectiveness are reviewed
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students management, duty of care, and reporting requirements
- The school's Leadership Team form the Child Safe Team and regularly review and disseminate information regarding school policies and procedures, and staff legal obligations, including the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' document.

Training of teachers, non-teaching staff and volunteers

- All teaching and non-teaching staff members participate in annual Child Safe Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safe Code of Conduct when they enter the school site for the first time
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting modules

The participation & empowerment of students

Providing our students with a 'voice' is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through their participation in the 'Rights, Responsibilities and Respectful Relationships' program, played a fundamental role in achieving this outcome. Also providing our students with regular 'Social Circle Time' ensured that there were many opportunities for our students to communicate what was working well and any areas that may require attention. Our Student Representative Council is another avenue for authentic student voice.

Consultation with the community

- Mary Immaculate Primary School continues to actively engage the school community in all aspects of Child Safety to further disseminate the requirements of the Child Safe 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 all members of the school community at enrolment, and via the school newsletter and website.

Human Resource Practices

- We continue to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - 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.

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

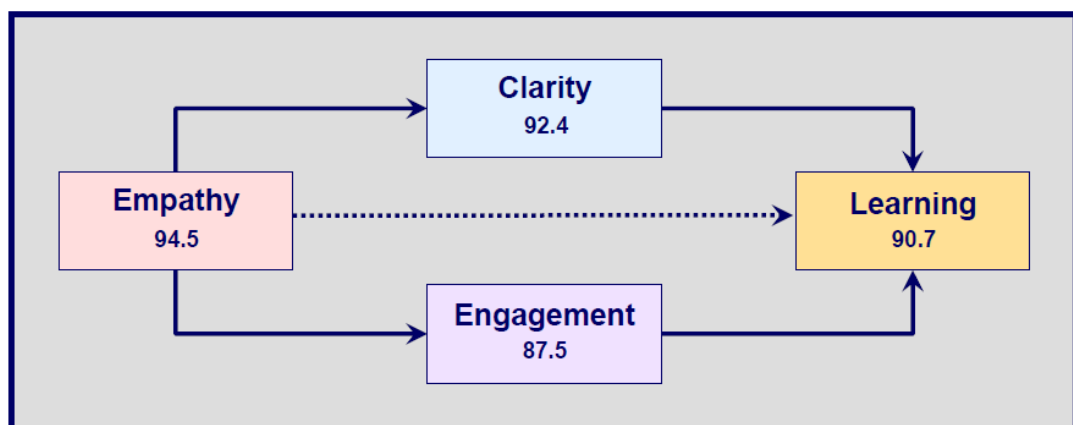
Achievements

- The Leadership Team consisting of the Principal, Deputy Principal/Religious Education Leader, Learning and Teaching Leader/Literacy Leader, Mathematics Leader and Student Wellbeing Leader, met regularly to discuss operational items as well as to plan for future direction
- Our School Improvement Survey data – Four Cultural Pillars continued to improve and remain very high, demonstrating effective 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.

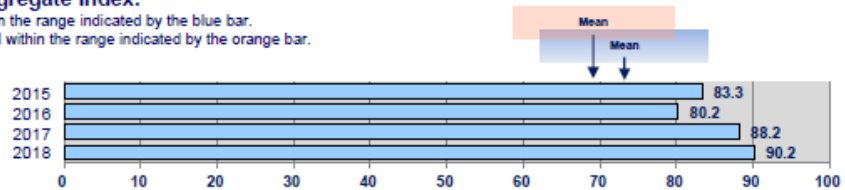


- The 2018 Annual Action Plan was reviewed and significantly refined
- Professional Book Study – with the book, 'The Agile Learner', which explores the Habits of Mind and the Growth Mindset

- Continued to provide targeted onsite and external professional learning opportunities for all staff members
- Our Organisational Climate Aggregate Index continued to improve and remain very high:

Organisational Climate Aggregate Index:

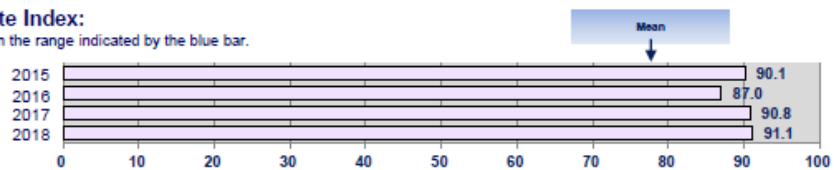
68% of Australian schools fall within the range indicated by the blue bar.
 68% of Australian organisations fall within the range indicated by the orange bar.



- Our Teaching Climate Aggregate Index continued to improve and remain very high:

Teaching Climate Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.



DESCRIPTION OF PL UNDERTAKEN IN 2018

- Horizons of Hope
- Child Safe Standards and Protect documents
- Mandatory Reporting
- Mathematics Curriculum and Pedagogy
- English Curriculum and Pedagogy
- Thinking Routines
- Spirituality/Faith Formation
- Principles of Catholic Social Teaching
- Zone and Regional Network meetings
- Habits of Mind and Growth Mindset
- Data Analysis
- Nationally Consistent Collection of Data (NCCD)
- Staff completed the Disability Standards for Education eLearning Course
- Emergency Management Training

- Marketing
- Victorian Curriculum
- Student Wellbeing – ‘Rights, Responsibilities and Respectful Relationships Program’
- Cybersafety
- Learning Intentions/Success Criteria
- First Aid – CPR update
- Occupational Health and Safety
- Gifted Education
- School Wide Positive Behaviours
- Finance and Administration
- Leadership, Leading Learning, Leading Wellbeing
- Understanding Dyslexia & Significant Reading Difficulty

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

All staff (22)

AVERAGE EXPENDITURE PER TEACHER FOR PL

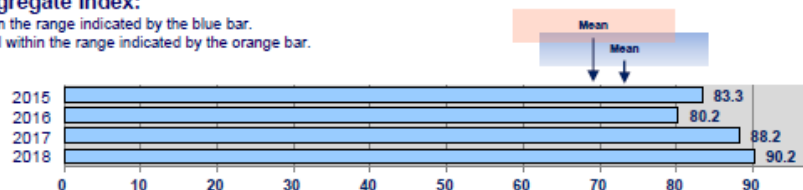
\$1250

TEACHER SATISFACTION

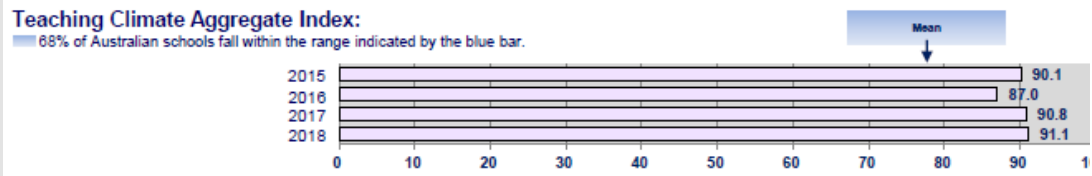
- There is a very high level of teacher satisfaction at our school with our Organisational Climate and Teaching Climate index scores continuing to improve and remaining significantly above the mean scores for Australian schools
- Our Organisational Climate Aggregate Index continued to improve and remain very high:

Organisational Climate Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.
68% of Australian organisations fall within the range indicated by the orange bar.



- Our Teaching Climate Aggregate Index continued to improve and remain very high:



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

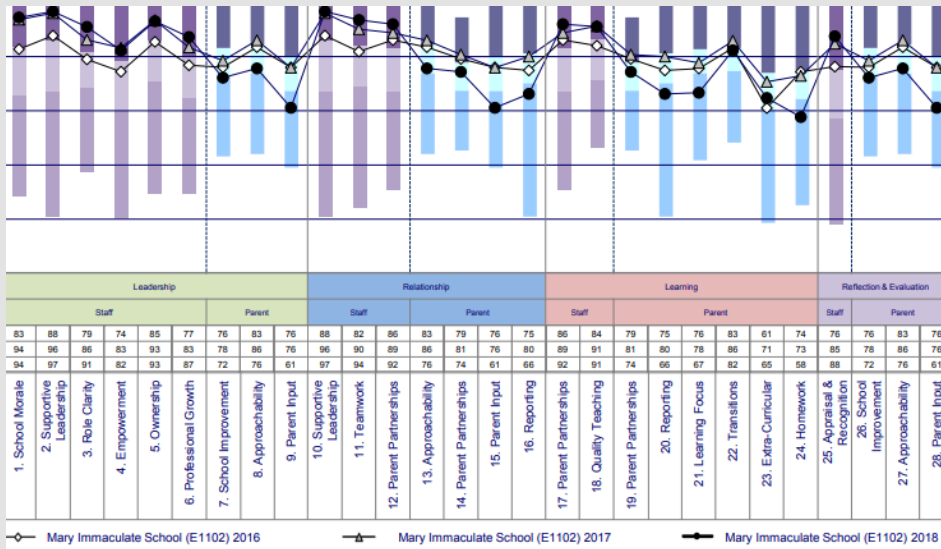
- SIS Data - Community Engagement Index – score of 72.3
- Maths Family night held - parents and their children engaged in a number of Maths activities in the classrooms
- Hosted a Cybersafety Parent Information Night in our school hall and invited the parents from St Bernadette's School to also attend
- Biennial Visual Arts Show - parents and their children invited to the opening night and follow up in Celebration of Learning
- Continued to have a staff member appointed to the role of FEIL (Family Engagement in Learning)
- Staff publicly thanked by Principal in the weekly newsletters and at whole school assemblies
- Increased the number of Open Days
- Open Days show bags handed out to each visiting family and containing MIPS promotional items
- Increased number of Open Day tours and advertising boards
- Continued to review and update enrolment pack
- Student and parent testimonials included in enrolment packs
- Our school choir sang at the Banyule Citizenship Ceremony at the Ivanhoe Townhall
- Principal and Deputy personally visited all local Kindergartens and Child care centres

- Year 5 and 6 students visited local kindergartens to continue to promote the school and foster positive relationships with feeder kindergartens
- Prep teacher visited kinders of incoming prep students
- School website significantly redeveloped: new colourways and new logo and updated content including, new photos
- Visit by all classes to the Darebin Parklands in conjunction with our Visual Arts Show
- Darebin Parklands Ranger officially opened our Visual Arts Show
- Link with Council and community grants: sporting grants, Ride2School
- Updated facade signage
- Comedy Night held in school hall with local community invited to attend
- Marcellin College feeder sessions attended by staff members
- Continued with combined Masses and staff meetings with St. Bernadette's
- Student involvement in the St. Bernadette's Maths Day
- Liaison with Parish by parish member
- Attendance and participation in weekly parish Mass
- Family Parish Masses held each term
- Fr Bill, in conjunction with the schools' RELs, ran Family Sacrament Nights
- Visit/excursion by all classes to the Darebin Parklands in conjunction with the Visual Arts Show
- Twilight Fair sponsorship from local businesses and traders and well attended by the school and local community
- Sourcing ice-cream sold at the tuckshop from a local business
- Twilight Fair raffle tickets sold at local shopping centres (Ivanhoe Plaza and Warringal Shopping Centre)
- Cake stall and sausage sizzle at local Bunnings store
- Annual student-led Mission Fair raising money for Catholic Care - students assembled backpacks
- Local member of Parliament (Anthony Carbine) opened Science Week and presented 'MIPS Green Rangers' with their badges
- Advertised school through local newspapers (Heidelberg Leader and Review)

- Posted various school activities and initiatives on the Catholic Education Melbourne website

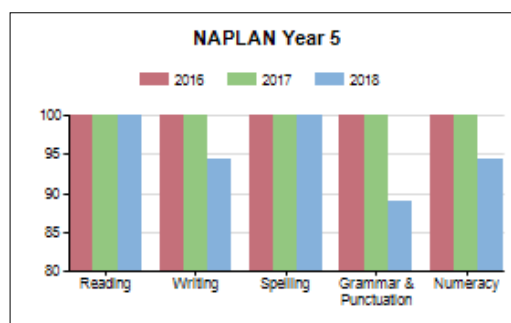
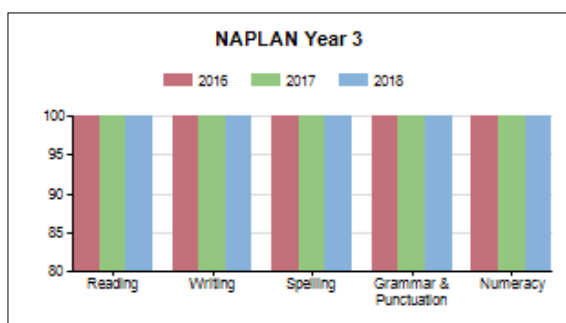
PARENT SATISFACTION

Overall all scores remain reasonably high, with many areas in the top 25% of Australian primary schools. The number of parents completing the survey was a very small percentage of the parent population.



School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 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	100.0	100.0	0.0	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	88.9	-11.1
YR 05 Numeracy	100.0	100.0	0.0	94.4	-5.6
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	94.4	-5.6



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.9
Y02	94.8
Y03	94.1
Y04	94.7
Y05	86.4
Y06	94.8
Overall average attendance	92.8

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.9%
STAFF RETENTION RATE	
Staff Retention Rate	83.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.4%
Graduate	14.3%
Graduate Certificate	0.0%
Bachelor Degree	64.3%
Advanced Diploma	64.3%
No Qualifications Listed	14.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	21
Teaching Staff (FTE)	10.9
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	5.7
Indigenous Teaching Staff (Headcount)	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