

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

**MARY IMMACULATE PRIMARY SCHOOL  
IVANHOE**

**2019**

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 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

May 12 2020

## 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. 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 2019 was 129 students in the following class level structures: one Prep class, one Year 1/2 class, one Year 2/3 class, one Year 4, 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, Learning Diversity Leader, 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 all Year P-6 students. In 2019, the learning areas of Science and Digital Technologies were introduced as specialist subjects and joined the other specialist learning areas: Italian, Library, Performing Arts, Physical Education and Visual Arts.
- The school is comprised of one main building which houses six classrooms and the senior learning area, library, Science/Technology Lab, Visual Art/Italian room, multipurpose hall, staffroom, sickbay, Reading Recovery room, meeting room, tuckshop, student toilet block, teacher resource room, 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 Council (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/Performing Arts Showcase, Scholastic Book Fair.
- Our major goal throughout 2019 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'.
- Throughout 2019, a major focus for our school was our School Review – both the Victorian Registration and Qualifications Authority (VRQA) Minimum Standards for School Registration dimension and through engaging with the National School Improvement Tool (NSIT) for the Strategic Planning dimension.

## Principal's Report

There have been many highlights and achievements during 2019 including:

- School Review – which took place in August. As expected, we clearly and fully met the compliance requirements for ongoing school registration with the Victorian Registration and Qualifications Authority (VRQA), as recorded in our 2019 Record of Review. Our engagement with the National School Improvement Tool (NSIT) for the Strategic Planning dimension was similarly very positive and we received many 'Commendations' and 'Affirmations'; and some broad 'Recommendations' regarding developing our 'agreed, narrow and sharp improvement agenda'. Our School improvement plan 2020-2023 will be informed by our School Review.
- At the end of 2018, our provision of specialist learning areas was reviewed – in 2019 Science was introduced as a specialist area for all students in Years P-6. A Science/Technology teacher was appointed and a classroom was refurbished as our new Science/Technology lab, including a fit-out of new furniture and equipment, including robotics. This was funded significantly by the fundraising efforts of our Parents' Association.
- P-6 Performing Arts Showcase – held at the Ivanhoe Girls Grammar Performing Arts Centre in October. The event was enjoyed by our whole school community as it showcased the wonderful learning of our students in Performing Arts throughout the year, with each student performing on the stage, singing and playing a variety of musical instruments.
- The junior playground underwent a major redevelopment – including new play spaces and cubby house, greenery, artificial turf, soft-fall and steps; funded significantly by the fundraising efforts of our Parents' Association, and community and government grants.
- 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 on our 'Eureka! Camp', at the Log Cabin Camp in Creswick and at Sovereign Hill.
- The Sacramental Program continued with our Year 3 students celebrating the Rite of Reconciliation and First Communion. Our Year 6 students celebrated the Sacrament of Confirmation, and for the first time in many years, at the Mary Immaculate Church, instead of St Patrick's Cathedral.
- Our sport uniform was updated to reflect our new school colour ways and to improve warmth and 'usability'.
- As part of our commitment to Student Wellbeing, we introduced The Resilience Project as a program to support our students to further develop their resilience, based on the concepts of Gratitude, Empathy and Mindfulness (GEM). Facilitators from the Project delivered staff, parent and student information sessions so that we had a shared understanding and language across the school community. All students received their individual Resilience Project student books, appropriate for their age and year level.

- 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 – this year our school raised over \$1500 for the Lighthouse Foundation.
- Additional funding was secured for us to continue the ‘Resilience, Rights and Respectful Relationships’, Year P-6 Wellbeing program.
- Completed our second professional book study on ‘The Agile Learner’ – which combines the positive learning dispositions of the Habits of Mind with the Growth Mindset.
- To raise our profile in the local community, we continued with the increased number of school Open Days from three to four, and the increased the number of advertising boards on display in various locations in Ivanhoe, from three to seven.
- 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.
- Hosted the Fairy Hills Kindergarten Information Evening – to support a local community service and to continue to promote our school in the wider community. Our Prep teacher also presented information about school readiness at the East Ivanhoe Childcare Centre/Kindergarten.
- Successful applications for a number of grants to improve the outdoor play spaces and gardens and successful applications for Sporting School Grants for additional sporting programs in the school.
- Continued with our lunchtime clubs – Kelly Sports Club, Library Club, Chess Club – run by Australian Chess coach – Professor Jim Cannon, and our Gardening Club, run by our staff Environment/Sustainability Leader.
- Whole school special events and activities this year included: Welcome Picnic, Clean up Australia’s Schools Day, Banyule ‘Arty Farty Fest’, Harmony Day, Science Week, Book 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.
- Hosted Code Camps in the school holidays for our students and those in the wider community, 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 practise of our Catholic faith and traditions is valued as central to our Catholic Identity
- That our Catholic faith identity is reflected in respectful actions and interactions of our community
- That contemporary pedagogy will support student engagement in Religious Education

### Achievements

- As documented in the 'Findings' section of our 2019 School Review Report:
  - The school has established a succinct vision that serves as the foundation to the school's learning priorities: A dynamic and caring community, committed to enacting our faith; inspiring, challenging and engaging lifelong learners (excellence, integrity, inclusiveness, respect).
  - The school and parish have developed and documented clear expectations and policies for how all members of the school community should behave and interact with each other, including anti-bullying policies, expectations for attendance, and protocols for communication. These are published on the school's website. These expectations are underpinned by the school's four values of excellence, integrity, inclusiveness and respect, and they are widely understood.
  - The Mary Immaculate Parish Church, which is located close to the school, is regarded as a valuable centre for the school's religious education program. Students attend and participate in Mass with the parish throughout the year. Parents are enthusiastic supporters of the Masses and of the sacramental program.
- As documented in the 'Commendations' section of our 2019 School Review Report:
  - The strong partnership between Mary Immaculate and Ivanhoe Parish that provides students and staff with support for their spiritual development and expression of their Catholic identity.
- Strong and committed leadership from our Religious Education Leader (REL) working in collaboration with the REL from the other Mary Mother of the Church Catholic Parish Ivanhoe school (St Bernadette's) and the Mary Mother of the Church Catholic Parish Ivanhoe Liturgy Team.
- Our School Vision remains clearly visible in all learning spaces and is referred to regularly as it forms the basis of all we do.
- Our three school values continue to underpin classroom behaviour expectations, are linked to our Religious Education program, and are regularly referred to in the Student of the Week Awards, at school assemblies and through the school newsletter.



- The celebration of significant Masses during the year included: Beginning of the Year School Mass, Ash Wednesday, Feast of the Assumption, Family Week and the End of the Year Thanksgiving Mass.
- All year levels are rostered on twice a term to plan, prepare and attend the weekly Wednesday Parish Mass.
- School Captains, Vice Captains, Liturgy leaders and SRC Leaders attended the annual St Patrick's Day Mass at the Cathedral to celebrate Catholic Education Week.
- Year 3 students celebrated the Sacraments of Reconciliation and First Communion, whilst Year 6 students received the Sacrament of Confirmation.
- The venue for the Sacrament of Confirmation for Year 6 students was changed from St Patrick's Cathedral to celebrating it in our own Church.
- FIRE carriers heightened awareness of Aboriginal culture through school assemblies and Science Week.
- Relevant and meaningful students-led Lent and Advent Liturgies were held at the Church, with all community members participating in them with respect and reverence.
- The whole school attended a moving 'Stations of the Cross' prayer service, led by our Year 5 and Year 6 students.
- 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.
- Christian Mediation continues to be embedded across all year levels.
- Altar Serving Training offered to students who were interested.
- Religious Education Policy was updated.
- The school community demonstrated a strong commitment to both local and global social justice issues, and our call to respond compassionately within our Catholic context - our Student Representative Council (SRC) continue to work closely with our Religious Education Leader, Student Wellbeing Leader and Principal.
- Continued to use explicit language to link social justice and scripture.
- Our school's Religious Education Inquiry Unit Planner also includes a section on Catholic Social Teachings.
- The REL meets termly with the Parish Liturgy Team.
- Provided opportunities for parents to engage in the faith journey of their child(ren).
- The Church is in close proximity to the school and it remains a focal point for our faith celebrations.

### VALUE ADDED

- Sacramental Parent and Child Workshops continue being led in consultation with the Parish Priest and the schools Religious Education Leaders, with high levels of parent and student participation. These nights are extremely well attended showing parents' commitment for the sacrament for which their children are preparing.
- 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.
- Confirmation Retreat Day saw students have a guided tour of St Patrick's Cathedral, led by our Parish Priest Fr Bill, as well as a visit to the Mary Glowrey Museum at the Australian Catholic University.
- As part of the Year 6 Confirmation Preparation Program all Confirmation candidates from the Mary Mother of the Church Ivanhoe had the opportunity to meet Monsignor Tony Ireland, who is the Episcopal Vicar for the Eastern Region of the Archdiocese and was the Principal Celebrant at their Confirmation.
- The Sacrament of Confirmation was held as a school group in our Church, and not as part of the Catholic Parish of Ivanhoe at St Patricks Cathedral, for the first time in over 20 years. The catechist students from the Parish joined our school group for this special Sacrament.
- 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.
- Senior students attended the Parish 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.
- Students continued to volunteer to go on a roster to be altar servers for weekday Parish Masses, Sunday Masses as well as serving at both the Sacraments of First Communion and Confirmation, both of which were held at the Mary Immaculate Church.
- Year level families invited to attend Sunday Parish Masses where students take responsibility for reading and bringing up the Offertory Gifts.
- Maintained whole school Christian Meditation for at least three sessions a week.
- Learning intentions in Religious Education were introduced for P-6 classes.

- Digital Technology used to support the learning and teaching in RE.
- Student Liturgy Leaders lead school community in prayer at the conclusion of weekly assemblies.
- Students continue to be rostered on to lead daily classroom prayer as do meditation monitors.
- Emphasis on the Student of the Week Awards continued to become more reflective of our three school values: I am a learner, I am a friend and I am respectful.
- 2019 Project Compassion Lenten links with scripture and these stories included as part of our Religious Education program and also referred to in our schools' weekly newsletter.
- Explicit links with Catholic Social Teachings (CST) and our Religious Education program as well as the inclusion of CST on our school based RE Inquiry Planner.
- High level of social justice activities and initiatives which included: Caritas – Project Compassion, Mission Fair – Lighthouse Foundation, A Day in May - Kids with Cancer, Pyjama Day - Homeless, Jeans for Genes Day - genetic diseases, Beanie Day – brain cancer, Crazy Hair Day - Cystic Fibrosis, Wear Red for Red Cross, St Vincent De Paul Christmas Hampers
- Money raised from 2019 Mission Fair went to the Lighthouse Foundation; student voice was sought through students researching which charity they would like to support, for this very worthy social justice initiative.
- Fr Bill blessed all classrooms and learning spaces at the beginning of the year.
- Participated in the FIRE Carrier student day for students in our zone.
- School Wide Positive Behaviour matrix continued to be reviewed, refined, referred to in classrooms and student voice was sought.
- Celebrations of significant school events such as Alleluia Day, ANZAC Day, Grandparents Day, Remembrance Day and our school Feast Day.
- 'Wonder of Living' Health and Human Development program for Year 5 and Year 6 students and their parents.
- Child Safe Code of Conduct; all parents to sign this annually.

## 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

- As documented in the 'Commendations' and 'Affirmations' sections of our 2019 School Review Report:
  - The students' articulate and demonstrate the school's values in their daily interactions and in their orientation to learning.
  - The data collection and reporting processes supporting the identification of students with additional needs, and, in turn, formalise the planning of explicit differentiated adjustments of their learning.
  - The parents and students express trust and confidence in their committed and caring teachers and leaders.
  - The school's leadership team and staff, are committed to driving teaching approaches for the development of positive learning dispositions.
  - The staff is committed to the school's explicit agenda, to enhance the learning attributes of their students.
  - Students develop learning goals each term that are aligned with the learning dispositions
  - The Resilience Project social and emotional development program is building resilient and confident learners, that is enhancing student achievement.
  - The school's environment and sustainability program has received recognition from a number of sources. The program is a valued part of the culture of the school community and partner organisations and is well regarded by students and parents.
  - The way in which the school has developed a strong sense of community and is developing a strong reputation in the wider community for providing a small school learning environment in which students, staff and parents know each other well, and where the learning and wellbeing needs of students are met.
- 'Findings' as documented in our 2019 School Review Report include:
  - The school leaders expect all teachers to be committed to the improvements sought in student learning and lead a range of learning activities to this end. PLT meetings are conducted fortnightly.
  - Teachers meet weekly in cohort teams resourced through the timetabling of specialist lessons. Teachers report that the agenda for these meetings normally includes discussion on unit and termly planning, the discussion of learning intentions, sharing of articles, and the preparation of reports as required. Teachers and leaders also referred positively about the PLT meeting where the discussion and analysis of student NAPLAN data in mathematics focused on whole-school teaching practices towards further improvement.
  - Staff and leaders engage in learning together through formal book studies linked to the school's improvement agendas. Carol Dweck's Growth Mindsets and the Agile Learner

have recently taken prominence. Evidence of the impact of related teaching practices is found in children's language and the reports of parents.

-Mary Immaculate Primary School's curriculum is based on the Victorian Curriculum in conjunction and Catholic Education Melbourne's Horizons of Hope Framework, and the Archdiocese of Melbourne's renewed Religious Education Curriculum Framework as outlined in the school's *Learning and Teaching Policy*. This is supported by implementation policies in English and Mathematics, and overarching statements in Religious Education, Science, The Arts, The Humanities, Integrated Curriculum, languages (Italian), Health and Physical Education, Library, Digital Technologies, Design and Technology, and the Capabilities.

-The school shares curriculum content with parents via term-by-term overviews at each year level and are also on the school website. These provide high-level summaries of topics and learning activities in key curriculum areas, together with a calendar of school events and extra-curricular activities and email contacts for classroom teachers.

-Curriculum planning to support students in the development of a Growth Mindset and develop positive learning dispositions through the Habits of Mind is emerging.

-School leaders and teachers have co-constructed an inquiry scope and sequence that incorporates the Victorian Curriculum, focused on the key learning areas of History, geography, Civics and Citizenship, Economics and Business, Health, Technologies and the Capabilities. Implementation is on a two-year cycle for years 1-6.

-Reporting processes are aligned with the curriculum and show progress over time. The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

-Teachers are working to understand their students' point of learning needs through the collection of assessment data that are delivered according to the assessment schedule. This has a focus towards literacy and numeracy. These assessments are also administered to new enrolments. Teachers report that this data informs their formation of differentiated ongoing programs such as reading groups and in the development of more fluid groupings.

-Students identified with special needs have PLPs developed through a process led by the Learning Diversity Team. Staff referred to the impact of an evidence based and formalised recording process for identifying precise adjustments, and the tracking of student gains accordingly, as a positive outcome of the Nationally Consistent Collection of Data (NCCD) process.

-Students routinely set goals for their personal academic, social and behavioural learning (including their learning attributes). These are set in a consistent process and formally recorded and reported on a termly basis.

-Staff reported high levels of confidence in their support of students with learning disability or delay.

-The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

-The school has established a clear vision for learning that is based on the enactment of its faith and inspiring, challenging and engaging lifelong learners. Central to this vision is the school's expectations for the daily, explicit and integrated practice of Habits of Mind and Growth Mindset. Evidence from students and staff confirm that these practices and the development of a shared language have developed across the school.

-A number of pedagogical approaches are apparent within school documentation and in displays in classrooms. These include learning intentions, success criteria and the Gradual Release Model which are used variably in daily practice across the school.

-Teachers and leaders have a shared commitment to the school-wide teaching of wellbeing and are applying the practices and expectations consistently in their classrooms.

-There is a clear and consistently understood position on the school-wide approaches to teaching expected within all learning areas, especially with respect to the teaching of literacy and numeracy.

-The school's sporting program is active despite the small physical footprint of the school. Students in Years 5 and 6 have been provided access to inter-school sporting options through the work of the sports coordinator. A large number of partnerships have been harnessed to provide venues, coaching expertise, transportation and equipment. These include Ivanhoe Tennis Club, Hockey Victoria, Athletics Victoria, SEDA College, Darebin Parklands and Banyule City Council. The strong level of engagement of students in these programs is an outcome of the success of these partnerships.

-Parents and teachers confirm that the parent-teacher relationships are strong and built on the confidence that parents share that their child is 'known' - not only by their class teachers - but by other teachers and the school's leadership.

-Learning celebrations occur termly and parents confirm the flexible organisation of these events to provide for working parents.

- Continued refinement of the Assessment Schedule.
- All planning was guided by the standards of the Victorian Curriculum.
- All students participated in assessments for Numeracy and Literacy at the beginning and the end of the year.
- Principal, Learning and Teaching Leader and class teachers continued to meet early in the year, to analyse data collected via beginning of the year assessments and recorded on Class Data sheets, to identify students who might be 'at risk' at either end of the learning spectrum.
- Continued to build teacher capacity to use student evidence and data analysis to drive a differentiated curriculum that continually and more precisely targets the students' learning needs.
- 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.
- 'Student of the Week' awards continue to focus on and acknowledge students demonstrating Growth Mindset, Habits of Mind and our School Values.
- Ongoing Term Overviews which set out in detail the planned learning experiences for their children to the parents.
- Class assemblies in Terms 2 and 3 provide the opportunity for parents to see the learning that is occurring in all year levels.
- 'Celebration of Learning' days which are held termly, provide further opportunities to engage our parents in their children's learning.

- Our Term 3 'Celebration of Learning' day was made a part of Grandparents Day to enable Grandparents to share in the sharing of our students' learning.
- Continued to explore and embed the Habits of Mind and develop Growth Mindset dispositions into the learning of our students through explicit teaching and expectations.
- Continued to provide opportunities to develop and strengthen metacognition through learning logs.
- Learning and Teaching leader working in the Year 5 room with the class teacher to specifically address and develop metacognitive language and processes with students.
- Continued with targeted PLT meetings in Mathematics lead by the Mathematics Leader.
- Continued with targeted PLT meetings English lead by the Learning and Teaching Leader.
- Analysis of NAPLAN data in Mathematics, Reading and Writing to guide future teaching.
- Continued to refine and embed the use of 'extending' and 'enabling' prompts in Mathematics to support our learners.
- Participated in the 'National Simultaneous Storytime'.
- Whole school 'Italian Day' which showcased aspects of the Italian culture including, singing, rotational activities, a visiting comedy show and gelato.
- Eight Prep Orientation sessions, each focussing on an aspect of school life – Specialists, Art, Music, responding to a picture story book, decorating their chair bag.
- Continuing to offer a 'Parent Helpers Session' to all parents to support the literacy learning in the P-2 classrooms.
- Science became a part of the Specialist Program, with a Science teacher appointed
- A dedicated Science room established.
- Continued to provide a wide selection of experiences and learning for students during Science Week – parent guest speakers, rotational activities and whole school incursions and excursions.
- Whole school excursion to the Healesville Sanctuary in Healesville, as part of Science Week.
- 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.
- 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 a trivia quiz.
- 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.
- School Closure Planning Day for 2020.
- Discussed the inclusion of the 4Cs into the planning and documentation of learning across the curriculum.
- File handover/professional dialogue at the completion of the year to provide a smooth transition of our students to their next year level.
- Continued refinement of the record keeping of adjustments for students on the NCCD.
- End of year Class Data Assessment Sheets completed annually.

- Year 5 and Year 6 students attended the ‘National Young Leaders day’ at the Melbourne Convention Centre to further develop their leadership skills.
- 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 two nights at ‘Log Cabin Camp’ at Creswick.
- Successful applications for Sporting Grants, P-6 sessions in hockey, volleyball, soccer and athletics.
- Successful Performing Arts Show – ‘A Musical Journey’, which showcased our students’ talents and learning through the year, through playing musical instruments and singing.
- Selected students represented Mary Immaculate School in District Athletics, Cross Country and State Swimming events.
- Continued to provide lunchtime clubs including Library Club, Chess Club, Kelly Sports and Gardening Club.

### STUDENT LEARNING OUTCOMES

As demonstrated in the tables on the following pages, all students in Year 3 have reached the national minimum standard in all NAPLAN tests for 2017-2019. In Year 5, the national minimum standard was reached in all areas in 2017 & 2019, and Reading and Spelling for the cohort of 2018.

**E1102**  
**Mary Immaculate School, Ivanhoe**

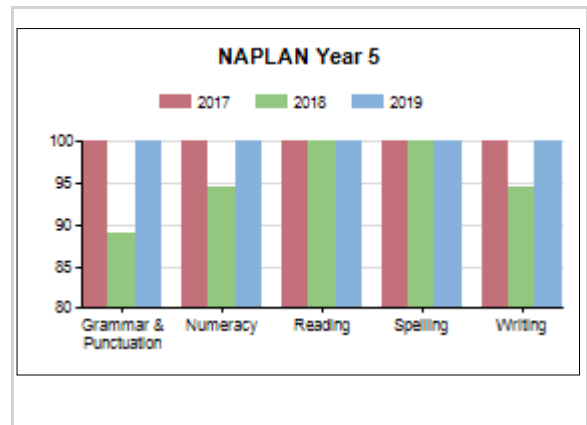
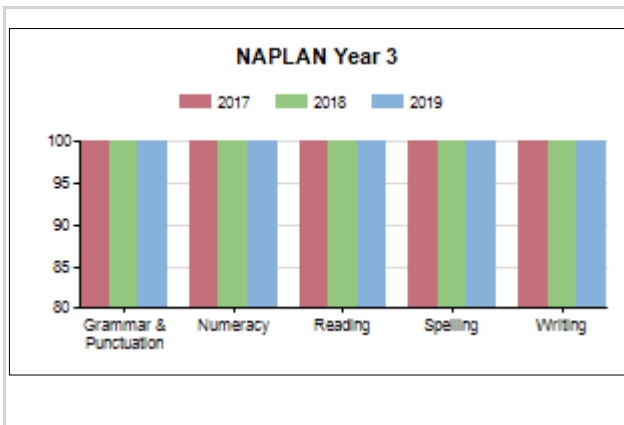
#### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 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



# MARY IMMACULATE PRIMARY SCHOOL - IVANHOE

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	88.9	-11.1	100.0	11.1
YR 05 Numeracy	100.0	94.4	-5.6	100.0	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	94.4	-5.6	100.0	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

- As documented in the 'Commendations' section of our 2019 School Review report:
  - Students articulate and demonstrate the school's values in their daily interactions and in their orientations to learning.
  - A strong partnership exists between Mary Immaculate and the Ivanhoe Parish that provides students with support for their spiritual development and expression of their Catholic identity.
  - The data collection and reporting processes support the identification of students with additional needs, and, in turn, formalise the planning of explicit differentiated adjustments for their learning.
  - Trust and confidence is expressed by parents and students in their committed and caring teachers and leaders.
  - The school's leadership team and staff are committed to driving teaching approaches for the development of positive learning dispositions.
- As documented in the 'Affirmations' section of our 2019 School Review report:
  - The staff are committed to the school's explicit agenda to enhance the learning attributes of their students.
  - The collaborative redevelopment of the school's vision and its core values form the foundations for the future growth of the school.
  - Students develop learning goals each term that are aligned with the learning dispositions.
  - The Resilience Project social and emotional development program is building resilient and confident learners to enhance student achievement.
  - The way in which the school has developed a strong sense of community and is developing a strong reputation in the wider community for providing a small school learning environment in which students, staff and parents know each other well, and where the learning and wellbeing needs of students are met.
- As documented in the 'Findings' section of our 2019 School Review report:
  - The school leadership team has established a succinct vision that serves as the foundation to the school's learning priorities: *A dynamic and caring community, committed to enacting our faith; inspiring, challenging and engaging lifelong learners*

(*excellence, integrity, inclusiveness, respect*). These include initiatives also incorporate resilience, Habits of Mind and Growth Mindset approaches into the daily practice of teaching and learning. Students report positively on the learning they are drawing from this whole-of-school focus.

- Parents acknowledge the agenda that has been described for resilience and endorse the communication and strategic delivery of the program in the interests of its sustainability and ongoing impact on their children's learning dispositions.
  - The school and parish have developed and documented clear expectations and policies for how all members of the school community should behave and interact with each other, including anti-bullying policies, expectations for attendance, and protocols for communication. These are published on the school's website. These expectations are underpinned by the school's four values of excellence, integrity, inclusiveness and respect, and they are widely understood.
  - The Resilience Project social and emotional development program was introduced in 2019. Many staff were able to articulate the link between student wellbeing and the importance of building resilient and confident learners, and enhanced student achievement.
  - Parent open days, information evenings and weekly newsletters inform parents about student learning and wellbeing programs.
  - Respectful relationships between parents, teachers and students exist from Prep to Year 6.
  - Parent focus group members expressed that their children felt safe and happy at school. They have seen a positive shift in the student wellbeing area since the recent introduction of a school-wide program. Parents believe the school is positive and caring and that leaders and teachers are approachable and welcoming.
  - Parents cite the Resilience Project as an example of a well detailed and impactful approach that they see being consistently adopted in every classroom. They report its impact on family conversations.
  - Teachers and leaders have a shared commitment to the school-wide teaching of wellbeing and are applying the practices and expectations consistently in their classrooms.
- Dedicated leadership by our Student Wellbeing Leader.
  - All Wellbeing policies were reviewed and updated including: Student Wellbeing Policy, Student Behaviour Support Policy, Care, Safety and Welfare of Students Policy, Respectful Relationships - Anti-Bullying Policy, Child Safe Policy and the Child Safe Risk Register.
  - The Resilience Project was introduced to support our students to further develop their resilience, based on the concepts of Gratitude, Empathy and Mindfulness (GEM). Facilitators from the Project delivered staff, parent and student information sessions so that we had a shared understanding and language across the school community. All students received their individual Resilience Project student books, appropriate for their age and year level.

- 'Rights, Responsibilities and Respectful Relationships Program' continued to be used to supplement the Resilience Project.
- Continued promotion of student voice through strategies, such as, regular Social Circles P-6, SRC, Principal's 'open door' policy.
- 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.
- Counselling from experienced and qualified psychologist, Marisa Abate, from Counselling Victoria, offered at no cost to families to support our students' wellbeing.
- Child Safe Code of Conduct; all parents sign this annually.
- All staff, volunteers and contractors sign our Child Safe Code of Conduct annually.
- Staff were briefed on the 'Protect' document to ensure consistent understandings.
- Continued to have Child Safe on our weekly staff meeting agenda and discussed at leadership meetings.
- Working Bee volunteers need a current Working With Children Check to be able to attend.
- Continued to maintain Working With Children Check Register for volunteers and contractors.
- Continued to have the Code of Conduct and Child Safe Policy as part of staff employment contract.
- Prior to appointment of staff, CECV guidelines were followed.

### VALUE ADDED

- Introduction of our Year 6 Student Leaders to lead our weekly assemblies.
- 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.
- High level of social justice activities and initiatives which included: Caritas – Project Compassion, Mission Fair – Lighthouse Foundation, A Day in May - Kids with Cancer, Pyjama Day - Homeless, Jeans for Genes Day - genetic diseases, Beanie Day – brain cancer, Crazy Hair Day - Cystic Fibrosis, Wear Red for Red Cross, St Vincent De Paul Christmas Hampers.
- Our three School Values continue to underpin school-wide behaviour expectations.
- School Wide Positive Behaviour matrix continued to be reviewed, refined, referred to in classrooms and student voice was sought.
- Maintained whole school Christian Meditation for at least three sessions a week.
- Student of the Week Awards continued to focus on and acknowledge students demonstrating Growth Mindset, Habits of Mind and our School Values.
- Reviewed and revised our Child Safe Policy in consultation with all staff and the school community was informed.
- Staff were given targeted professional learning on the PROTECT documents.
- Child Safe continues to be a standalone item on our weekly staff and leadership team meeting agendas.
- Learning Support Officers continue to support students identified with special learning needs.
- Personalised Learning Plans – educational and behavioural – devised for students requiring additional support, together with regular Parent Support Group meetings.
- Learning Support Officers continue to be rostered on for recess and lunch play yard duties to support students with additional learning needs.
- Intervention programs and support for students identified as ‘at risk’ continued, including Reading Recovery.
- 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.
- The following extra curricula activities were provided for students during lunchtimes; Chess club, Kelly Sports, Library, MIPS Green Rangers and Garden Club.

- Our extended Prep Orientation Program continued to ensure that our new Prep students experienced a positive transition from kindergarten to school.
- Our successful Prep/Year 6 Buddy Program continued.
- Year 5 and Year 6 students attended the National Young Leaders Day.
- Wellbeing Leader provided professional learning/reading to staff.
- School re-subscribed to Michael Gross', 'Parenting Ideas' online platform which provides child development and parenting advice, and articles from here were regularly included in the school newsletter.
- A 'Celebration of Learning' was held termly 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 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 by teachers 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 and maintaining 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 2019, 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. As part of our School Review in 2019, we achieved full compliance with the 'VRQA Child Safe Standards Compliance Program'. 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 effectiveness of the school's Child Safety strategies, risk management processes are monitored and reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student 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.
- Our 'Child Safe Risk Register' was reviewed and updated.
- 'Mary Immaculate School is a Child Safe School' poster was created and on display in prominent areas of the school.
- Child Safe practices align with our three School Values and our Vision Statement.

#### **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' and 'The Resilience Project' programs, 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, for all students from Prep to Year 6.

### **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, letters requiring volunteers and on our website.
- The Principal was appointed to the newly formed Parish Safeguarding Committee.
- Principal conducted a 'Child Safety Briefing' with the Parish Priest.

### **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'.
- The 'Guidelines for the Employment of Staff in Catholic Schools' was used when recruiting new staff members.
- The school implements rigorous advertising and 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) – register kept
  - Working With Children Checks & National Criminal Record Checks – register kept
  - Screening of Casual Relief Teachers, Contractors and Volunteers.



**Child Safety – Risk Management Practices**

- Our Risk Register was monitored, reviewed and updated.
- The Principal conducted a Child Safety Briefing with the Parish Priest.
- The Principal conducted a Child Safety Risk Register Briefing with the Parish Priest.
- 'Code of Conduct Register', 'VIT Registration Register' and 'WWCC Register' are maintained and updated.

## 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.
- The Leadership Team successfully lead the school community through both the compliance and the strategic direction dimensions of the School Review.
- As documented in the ‘Commendations’ and ‘Affirmations’ sections of our 2019 School Review Report:
  - There is a strong supportive culture and the high-level of personal trust evident between all staff at the school, including the leadership team.
  - The parents and students expressed trust and confidence in their committed and caring teachers and leaders.
  - The school’s leadership team and staff are committed to driving teaching approaches for the development of positive learning dispositions.
  - The staff are committed to the school’s explicit agenda to enhance the learning attributes of their students.
  - The redevelopment of the school’s vision and its core values were done collaboratively, forming the foundations for the future growth of the school.
  - The school has developed a strong sense of community and is developing a strong reputation in the wider community for providing a small school learning environment in which students, staff and parents know each other well, and where the learning and wellbeing needs of students are met.
- As documented in the ‘An Explicit Improvement Agenda - Findings’ of our 2019 School Review Report:
  - The school leadership team has established a succinct vision that serves as the foundation to the school’s learning priorities: *A dynamic and caring community, committed to enacting our faith; inspiring, challenging and engaging lifelong learners (excellence, integrity, inclusiveness, respect)*. These include initiatives and programs that incorporate resilience, Habits of Mind and Growth Mindset approaches into the daily practice of teaching and learning. Students report positively on the learning they are drawing from this whole-of-school focus.
  - Current annual plans identify specific goals for education in faith, learning and teaching, student wellbeing, and school community. These goals are accompanied by targets

described in terms of improvements in opinion survey data and levels of improvements in matched cohort achievement in areas of literacy and numeracy.

- The School Improvement Plan (SIP) and Annual Action Plans (AAPs) identify the intention to continue to build teacher capacity in the collection and analysis of student data to personalise learning, with a particular focus on formative data analysis in Maths. The numeracy leader regularly conducts Maths Professional Learning Team (PLT) meetings and has begun to develop staff capacity to use achievement data sets when planning. Examples include triangulating PAT, NAPLAN and teacher judgement data.

- High levels of teacher support and trust were evident across the school, with teachers commenting that they could readily access collegial and leadership support. Sustained, high levels of staff opinion data in these areas throughout the school review period, supports this observation. Positive partnerships with students, parents and colleagues all scored 100 percent favourable responses in the most recent annual staff perception survey.

- The school has a high proportion of permanent, part-time teachers whose responsibilities involve classroom teaching and leadership duties; some also have specialist teaching roles. The timetable for the school has been well managed by leaders to maintain parent confidence and teaching continuity.

- The school leaders expect all teachers to be committed to the improvements sought in student learning and lead a range of learning activities to this end. PLT meetings are conducted fortnightly.

- Staff and leaders engage in learning together through formal book studies linked to the school's improvement agendas. Evidence of the impact of related teaching practices is found in children's language and the reports of parents.

- Professional Book Study completed, of 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.

## EXPENDITURE AND STAFF PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2019

- Child Safe Standards and Protect documents
- Mandatory Reporting
- Anaphylaxis/Asthma/Epilepsy – Emergency Management Procedures
- Student Wellbeing – 'The Resilience Project'
- National School Improvement Tool
- VRQA Compliance Requirements – Policies and Procedures
- Mathematics Curriculum and Pedagogy
- English Curriculum and Pedagogy

- Student Data Analysis – School-based and NAPLAN
- Nationally Consistent Collection of Data (NCCD)
- Victorian Curriculum
- Horizons of Hope
- Thinking Routines
- Spirituality/Faith Formation/Wonder of Living
- Zone and Regional Network meetings
- Habits of Mind and Growth Mindset
- Emergency Management Training
- Learning Intentions/Success Criteria
- First Aid – CPR update
- Occupational Health and Safety
- School Wide Positive Behaviours
- Finance and Administration

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019**

ALL STAFF (21)

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

\$ 1200

2. That our schools demonstrate leading practices for teaching, learning and student wellbeing (staff survey)

This pages includes data on staff perceptions relevant to teaching, learning and student wellbeing at the school. All of the data is drawn from the CEMSIS staff survey.

The data shown is the percentage of staff who gave a positive response to questions in relation to each of the following survey domains:

- Student Safety
- School Climate
- Staff-Leadership Relationships
- Feedback
- School Leadership
- Staff Safety
- Psychological Safety
- Instructional Leadership
- Professional Learning
- Collaboration Around an Improvement Strategy
- Collaboration in Teams
- Support for Teams
- Collective Efficacy

Data is shown for all staff who completed the survey, and also separately for teaching and non-teaching staff.

The CEM averages is shown for the same type of school. Primary schools are only compared to CEM primary schools and secondary schools are only compared to CEM secondary schools.



TEACHER SATISFACTION

There is a very high level of teacher satisfaction at Mary Immaculate School, as indicated by the data drawn from the CEMSIS staff survey (above). In all elements, our staff gave positive responses that exceeded that of the CEM averages for the 'same type of school'.

## 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

- As documented in the 'Commendations' and 'Affirmations' sections of our 2019 School Review Report:
  - There is a strong partnership between the school and Ivanhoe Parish that provides support for the community's spiritual development and expression of their Catholic identity.
  - A successful partnership exists between the parent community, leadership and all staff in retaining and attracting enrolments at the school.
  - Trust and confidence is expressed by parents and students in the committed and caring teachers and leaders.
  - The school's vision and its core values were collaboratively redeveloped to form the foundations for future growth of the school.
  - The school's environment and sustainability program received recognition from a number of sources. The program is a valued part of the culture of the school community and partner organisations and is well regarded by parents and students.
  - The school has developed a strong sense of community and is developing a strong reputation in the wider community for providing a small school learning environment in which students, staff and parents know each other well, and where the learning and wellbeing needs of students are met.
- 'Findings' as documented in of our 2019 School Review Report include:
  - There is a clear focus on establishing the school as a viable and long term contributor to the Catholic Parish and to the broader community. It has partnered with the parish priest, its School Advisory Council and the Parents' Association to develop a clear vision. Accompanying signature programs differentiate Mary Immaculate in the competitive educational community of Ivanhoe.
  - The Parents' Association has developed a proactive strategy to enhance the school's physical and environmental appeal to its community.
  - The parish priest spoke positively about the work the school has done to build community confidence in Mary Immaculate and the stability that has been built by

leaders and staff. He confirmed that this has been the driving improvement agenda for the school over the last four years. He referred to the enhanced physical environment of the school, its renewed vision, its spiritual program and catholic identity, its website profile and the active support of the School Advisory Council and the Parents Association as contributing to enrolment figures and the attractiveness of the school to new families.

- A large number of sporting community partnerships have been harnessed to provide venues, coaching expertise, transportation and equipment.

- Learning celebrations occur termly and parents confirm the flexible organisation of these events to provide for working parents.

- Parents acknowledge the agenda that has been described for resilience and endorse the communication and strategic delivery of the program in the interests of its sustainability and ongoing impact on their children's learning dispositions.

- Hosted a Resilience Project Information Night to introduce this new student wellbeing initiative to our parents.
- Biennial Performing Arts Show, held at the Ivanhoe Girls Grammar School - Performing Arts Centre.
- Students, staff and parents involved in the Banyule City Council's annual Arty Farty Fest.
- Continued to have a staff member appointed to the leadership role of FEIL (Family Engagement in Learning).
- Increased the number of Open Days.
- Open Day show bags handed out to each visiting family and containing MIPS promotional items and enrolment information.
- Increased the number of Open Day tours and advertising boards in various locations of Ivanhoe.
- Continued to review and update enrolment pack.
- Student and parent testimonials included in enrolment packs and on the school website.
- Principal and Deputy personally visited all local kindergartens and childcare centres.
- Prep teacher visited the kindergartens of incoming Prep students.
- School website continued to be reviewed and updated.
- Link with Council and community grants: sporting grants, environment grants.
- Comedy Night held in school hall with the local community invited to attend.
- Marcellin College feeder sessions attended by staff members.

- Continued with combined Masses with St. Bernadette's School.
- Liaison with Parish by parish member.
- Attendance and participation in the weekly parish Mass.
- Family Parish Masses held each term.
- Principal a member of the newly formed Parish Safeguarding Committee.
- Fr Bill, in conjunction with the schools' RELs, ran Family Sacrament Nights.
- Sourcing ice-cream sold at the tuckshop from a local business.
- Cake stall and sausage sizzle at local Bunnings store.
- Annual student-led Mission Fair, this year raising funds for the Lighthouse Foundation.



## School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 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	88.9	-11.1	100.0	11.1
YR 05 Numeracy	100.0	94.4	-5.6	100.0	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	94.4	-5.6	100.0	5.6



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.0
Y02	91.6
Y03	94.1
Y04	91.8
Y05	92.1
Y06	92.9
Overall average attendance	92.8

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.7%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	91.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	8.3%
Graduate	16.7%
Graduate Certificate	0.0%
Bachelor Degree	58.3%
Advanced Diploma	58.3%
No Qualifications Listed	16.7%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	11.0
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	6.4
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](http://www.acnc.gov.au)