

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



ST MARY'S PRIMARY SCHOOL
WILLIAMSTOWN

2018

REGISTERED SCHOOL NUMBER:0078



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Minimum Standards Attestation

I, Anthony Hockey, attest that St Mary's Primary School` is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 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)*

19 May 2019

Our School Vision

St. Mary's School Parish School, Williamstown, is a Catholic community with a proud history.

We strive to live the Gospel and promote excellence through an engaging curriculum and innovative educational opportunities.

so as to nurture a love of learning and assist all members on their journey through life to make a difference in our world.



School Overview

St Mary's Primary School is located in the bayside western suburb of Williamstown. St Mary's School, Williamstown commenced in May 1842. It is the oldest continuously operating school in Victoria.

The school has a rich Catholic history educating the children of the parish beginning with fourteen students under the instruction of the first Principal/teacher, Mr John Wilson. The Charism of Mary MacKillop is embedded in the school. The Sisters of St. Joseph staffed the school from 1900 to 1999 with increasing lay teacher and administrative support. We are fortunate to have a community of Sisters living in our parish today with Sr Patricia as the Parish Pastoral Associate.

The present red brick building was built in 1925. It is the fourth school building constructed on this original site. The Building Education Revolution (BER) project in 2010 saw the completion of additional classrooms. School loans and fundraising enabled the major playground refurbishment to be completed at the same time. St Mary's is primarily a two stream school. There are 353 students in our school from 225 families. The fourteen classrooms are made up of two classes at each year level giving us a total of 14 classes Foundation – Yr. 6. The school has a strong academic learning focus in Religious Education, English, Mathematics and Science. The Personal and Social capability and the Information and Communication Technology (ICT) capability as well as Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures Cross-curricula priorities are embedded in our practice. There are specialist classes for Italian, Physical Education, Visual Art and Music. There are a range of extra curricula activities available for students to access.

The parent community has a strong commitment to the school providing generous support in so many ways. The Advisory Board, its working parties and the Parents and Friends Association are very active in achieving positive outcomes for the school and growing the school's reputation in the wider community. Their contribution is significant.

St Mary's has continued to develop and extend community learning partnerships with: Hobson's Bay Council, Melbourne Water, Bird Life Australia, Parks Victoria, Clean up Australia and Friends of the Williamstown Wetlands. We also have significant community service partnerships with the local St Vincent De Paul Society, the Asylum Seekers Project, Way of the West and the Senior Parishioners monthly Mass and luncheon.

Principal's Report

2018 has been another great year for our school. The children's learning continues and because of our excellent teaching and learning programs, great progress is being made by all. Our belief that *all children can learn* drives and underpins our curriculum and all major decision made by our school. Mid way through the year, our long serving Principal Jim Sheedy was appointed to another school and Joe Caruana was appointed Principal until December 2018. A permanent Principal was appointed in July and will commence his position in January 2019. We wish Anthony well!!

There were many highlights throughout the year particularly in regard to our liturgical celebrations. The numerous student cantors added to the sense of occasion in a powerful way. Our Regional Bishop Mark Edwards led the Confirmation ceremonies and Fr Greg led our First Eucharist and Reconciliation celebrations. The celebration Eucharist on our feast day on August 8 was followed by a fun day of games and activities with a BBQ lunch provided by the parents of the school children.

This year was the second year of our St. Mary's School Improvement Plan 2017-2020 quadrennial. This document contains the key improvement goals and strategies in each of the five spheres of our school's work: Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management, and School Community. A number of achievements in each of these spheres are noted in the body of this report.

The Education Advisory Board continue to be an invaluable support of the development of the school. The working parties provide a range of advice and support for our complex school environment. I value the contribution of the board members. The new Child Safe Policy was a major undertaking of the Board last year and was fully implemented in 2018. The final document is excellent, but its implementation will be constantly monitored and reviewed and will serve us well in future years.

The St. Mary's Parents and Friends Committee were a vital part of our community taking responsibility for much of the social and fundraising aspects of the school. The Fair, held every 2 years, was a wonderful celebration for our community and raised valuable funds for our school. The whole school community was involved in planning and running the event in November and we also received excellent support from the wider community. Other fundraising efforts of the P&F enhance the targeted provision of facilities, furniture and equipment that the school could not otherwise afford to purchase. The members of the committee work on a range of events and activities were well received.

Our Parish Priest, Father Greg, continues to be strong, visible, pastoral presence in our community. His commitment to family and the faith community of Williamstown is both valued and respected.

This report is a reflection of St. Mary's commitment to our students. It is with much pleasure that I present this 2018 Annual Report to the St. Mary's community.

Education in Faith

Goals

To experience the presence of God in each of us and the wider world

Outcomes

That we have recontextualised understandings of Catholic Faith, tradition and social teaching and that they are enacted within our community

Achievements

- The Show of Hope was conducted in cooperation with the Way of the West Refugee Support project
- Coordinated all Sacramental Programs for school and Parish children celebrating their first Reconciliation, Communion and Confirmations, including family respective workshops.
- Our staff team were part of a Western Region Faith Development Collective initiative and shared learning with the rest of our staff
- Mass was celebrated to highlight and celebrate the significance of Mothers' and Fathers' Days
- REL was involved at planning level with teaching staff in Semester Two
- Principal and REL attended Western Region gathering for sharing Catholic School Identity and forming plans to further enhance that identity
- Term 4 whole school assemblies included a weekly indoor assembly with a Community Prayer at the beginning.
- Two staff members attended Professional Development days on enhancing Prayer.
- Two staff members attended Professional Learning about teaching Scripture.
- Continued implementation of a liturgical choir to enhance liturgies.
- Continued embedding charism with staff by two staff members attending Mary Mackillop Colloquium
- REL attended Religious Education Network meetings held by Catholic Education Melbourne.
- REL attended the Faith Development Conference held in Term 3
- Continually Strengthened Parish/School partnership.
- Continued to run and support social justice projects such as 'Way of the West', Mackillop Foundation Footy Colours day and Joseph's Corner Christmas collection.

Learning & Teaching

Goals

To sustain St. Mary's strategic, purposeful and consistent contemporary approach to teaching, learning and assessment

Intended Outcomes

That enhanced teaching practice will deliver improved student engagement and outcomes and build responsibility and independence in learning

Achievements

- Teacher capacity for planning has increased
- Continuation of all students in years Three to Six engaged in weekly specialised problem solving maths challenges, targeted to their individual needs
- Using Pattern and Structure Assessment (PASA) in mathematics, with individual assessment interviews for all students in years Prep to Two
- Numeracy Leader attended Primary Maths Leader network days
- Successful inclusion and implementation of a Maths Collective "Improving Algebraic thinking in the early years" for 2018
- Personal Learning Plans for all children who need them and Program Support Group meetings as part of the follow up process
- Involvement in new NCCD process for attracting support for children with Additional Learning needs
- Regular meetings between Learning Support Officers and Principal
- CEM Consultant held a Professional development meeting to map a mathematics yearly overview across the school.
- ARCOTS Numeracy assessments pre and post implemented and analysed.
- ARCOTS Problem solving assessment pre and post implemented and analysed in years 5 and 6.
- Professional Learning Team meetings to analyse NAPLAN results and curriculum accommodations to be made
- Personal Learning Plans written, shared with parents and evaluated for all children with Additional Learning Needs
- ACER Trial of general ability test in year 5/6.
- Professional Development sessions on Makey Makey kits in the classroom environment
- Further PD on IT Coding possibilities from CEM staff
- New more organised data collation system created for numeracy and literacy.
- Continued participation in Assessment Capabilities: Literacy Assessment Project (LAP) action research project
- Sustained implementation of the spelling strategy of Words their way years 3-6
- Staff members attending Assessing and programming phonological awareness professional learning
- Targeted new Reading comprehension teaching strategies in year 5/6

- Shared Chromebooks sets from year 3-4
- Shared iPads distributed across Prep-2
- Sustained transition to online permission forms
- Sustained transition to shared planning using Google Drive
- Teachers utilise and access a range of assessments to inform their teaching practices
- Introduction to the Big Write in Year 5/6
- Professional Development for P-2 staff in Phonological Awareness Network Hobson Bay Sustainability with Year 6 staff
- The school's Literacy Co-ordinator and Mathematics Coordinator– attended all Professional Development Sessions conducted by the CEO.
- Staff and Students in Year 3 – 6 continued to be involved in the LAP – Learning Assessment Project.
- Targeted Literacy Intervention was provided by an additional teacher in Year 1/2
- All staff received Professional Development in the 'Words their Way' Spelling Program which was introduced across all year levels.
- Facilitated planning was introduced allowing the Literacy and Numeracy leader to plan with teachers and regularly reflect on current school data.
- Year 5/6 attended camp to Mt Evelyn

Program Involvement in 2018

Emmanuel College

- Students in Year 4 were invited to Emmanuel College to experience a day at the College. Year 5 & 6 students attended the Annual Performance and the Year 5 students participated in the Soccer Day.

Mount St Joseph's College

- Students in Year 4 were invited to MSJ College to experience a day at the College. Year 5 & 6 students attended the Annual Musical Performance.

STUDENT LEARNING OUTCOMES

Our Year 3 and Year 5 2018 results show we are above the state and national mean in all areas.

Our results in Year 5 show:

Grammar and Punctuation: 64% of students are working one or more years above

Numeracy: 53% of students are working one or more years above

Reading: 68% of students are working one or more years above

Writing: 37% of students are working one or more years above

Spelling: 57% of students are working one or more years above

Our results in Year 3 show:

Grammar and Punctuation: 50% of students are working one or more years above

Numeracy: 53% of students are working one or more years above

Reading: 33% of students are working one or more years above

Writing: 36% of students are working one or more years above

Spelling: 25% of students are working one or more years above

Student Wellbeing

Goals

To empower each person to be confident, independent and resilient

Intended Outcomes

That learning for all students is personalised to support the development of interpersonal skills, leadership and resilience.

Achievements

- Mentoring program for staff was continued school wide to embed 'circle time' RP in classrooms.
- Positive response by students to the process articulating their thinking
- Students using the restorative questions in their own social situations
- Targeted planning support for classroom teachers by the well-being leader
- On going training of new staff and retraining of existing staff as On Road Bike education instructors
- Revised our Sunsmart policy and implemented necessary changes to our processes and procedures
- Shared information with CEM leader regarding eXcel project
- Wellbeing Leader attended PD network days for the Western Region
- Professional learning regarding students with additional learning needs
- Professional Learning regarding compliances
- Ongoing administration to Year 3 - 6 ACER Social and Emotional Wellbeing Primary Survey
- Consistent use of positive mindset approach to teaching and learning at senior levels
- Consistent use of language and classroom discussion around self-regulated learning behaviours

VALUE ADDED

Non – attendance of students is managed by classroom teachers using the electronic Roll Marking section of Reporter Pro. Teachers mark the roll twice daily using a selection of codes for present and absences. The school expects that parents notify the school of any absences via email, the online app, a phone call or note. All absences received via the school office are immediately passed onto teachers. In some cases, written absentee notes are also handed to teachers when the student returns. The email notification is forwarded to the teacher as well as a generic notification address. All parents are reminded to use the online system. The school protocol for late arrival and early departure is an electronic sign in, sign out procedure at the main entrance.

Unexplained absences of a child are noted and reported to the Principal. In all cases an investigation follows which will be a telephone call to the family for an explanation.

Attendances are confirmed through the Catholic Education Virtual Network monthly as a check on Commonwealth Government attendance compliance requirements

Child Safe Standards

Goals

To develop the Child Safe policy and procedures

Intended Outcomes

Documentation completed for whole school community understanding

Communication of whole school community commitment to child safety

Achievements

In consultation with School Advisory Board:

- Consolidation of the Child Safety Policy
- Updated Policies on The Parent Information Centre
- Reviewed all programs and procedures
- Addressed Child Safe modules
- Reviewed Mandatory Reporting procedures
- Implemented the Reportable Conduct Scheme
- Audited Student Resilience and Wellbeing Program – Bounce Back

Leadership & Management

Goals

To develop and sustain a supportive professional learning culture incorporating shared responsibility and accountability for feedback, appraisal, individual and collective growth as teachers whose core business is engaging all students and improving their individual learning growth

Intended Outcomes

That the culture of shared leadership for continuous school improvement is further strengthened

Achievements

- Review of Leadership Structure and implementation of recommendations
- Annual Review Meeting Process for entire staff in Term 3
- Report to staff emanating from ARM process
- Development of 2019 Annual Action Plan from ARM process and SIP 2017-2020
- Review and implementation of recommendations for 2019 Foundation Students' Orientation Process
- Production of an Annual Action Plan for 2019
- Building efficacy of leading regular Leadership Team meetings
- Submitted Capital Grant Application for rectification and refurbishing works

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

The professional learning aspect for staff is a key component of our endeavours in providing teaching of the highest standard.

There is internal and external time structured into our operation. All staff attended a range of professional learning opportunities, regional or diocesan clusters and specific curriculum or administrative training sessions including conferences.

There were major curriculum projects to develop teacher capacity in English, Mathematics, Science and Wellbeing. An external consultant and area experts were engaged to support the teachers and support staff in their work.

Our Professional Learning Team structure focussed on English and Mathematics with all teachers participating on a weekly basis. Staff meetings were generally dedicated to either curriculum or adult personal development in Religious Education, Information Technology, Well Being and Science.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	23
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2500

School Community

Goals

To continue to promote active faith community involvement based on the Principles of Catholic Social Teaching in the school, the parish and within the wider community

Intended Outcomes

That partnerships and connections with the community are improved to support student learning and engagement.

That students, staff and family partnerships all contribute to the positive school culture, making St Mary's the school of choice for Catholic families in Williamstown area.

Achievements

- School Participation in Wakakkiri Cultural, Story Telling Festival with a student performance at Clocktower Centre, Moonee Ponds
- Whole School Community involvement in Way of the West Asylum Seeker support project with local community and St Mary's Parish
- Senior children participated in community Soft Crosse tournament
- Yr 2 children visited and entertained residents at the local retirement village
- Graduation Ceremony for Yr 6 students in December
- Activities supported by Hobsons Bay Council around SeaSchool project
- Yr 5 children attended the ASRC (Refugee Support Centre) in Footscray
- High profile of the school within the Williamstown area through the 176 Years.
- Successful celebrations by parents for parents of days such as Mothers' and Fathers' days
- A very successful Fair day involving the school community and the wider Williamstown community
- A most successful Sea School presentation with 100+ attendees under our Sustainability initiative

PARENT SATISFACTION

The School has a close partnership with Parents as Parents are the first teachers of their children. The school has both a School Board and Parents and Friends Association which contribute in many ways to the school. A large number of Parents work as Literacy helpers and volunteer and attend many events throughout the year such as Learning Expos, Sporting events and performances. The school has low levels of student complaints.

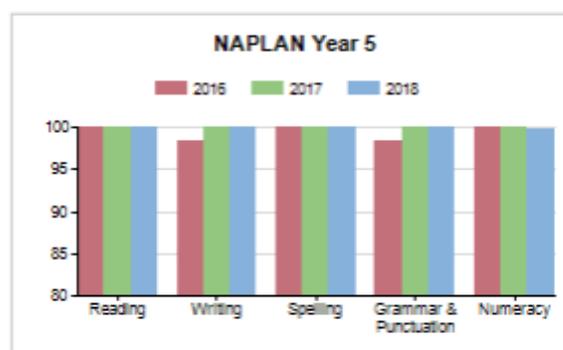
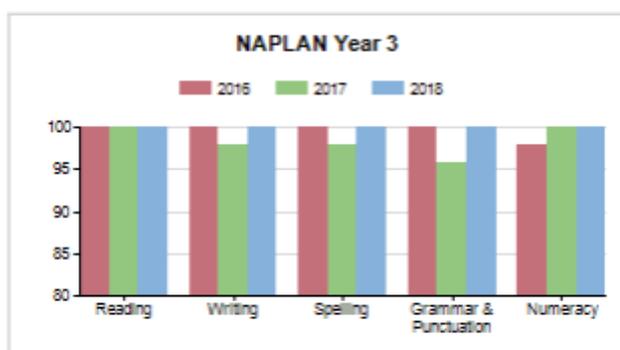
STUDENT SATISFACTION

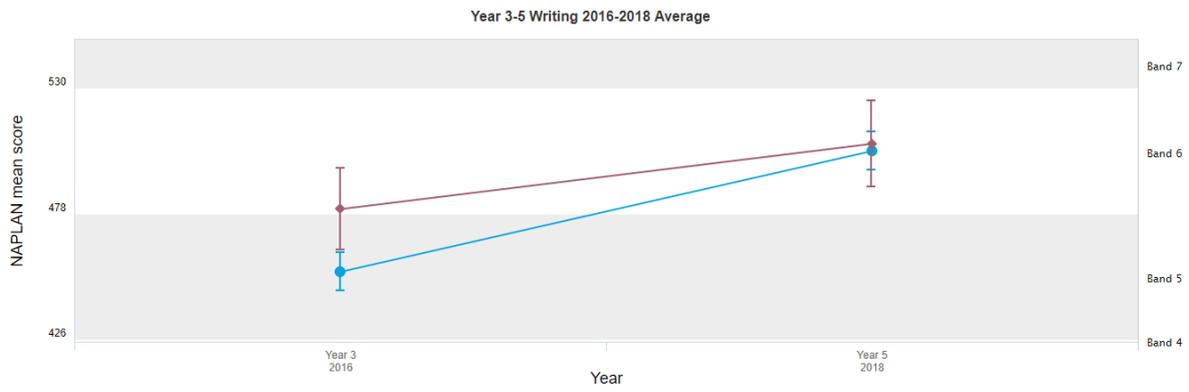
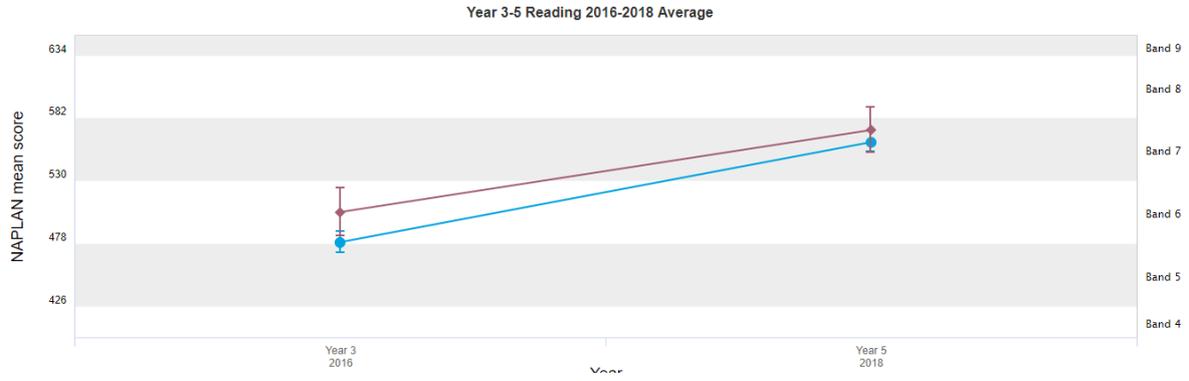
St Mary's Catholic Primary School has a high retention of students throughout their schooling. Student Voice is highlighted through the Student Representative Council (S.R.C) and the Senior Student Leadership program. Students behaviour is excellent and students feel respected and safe in our community.

STAFF SATISFACTION

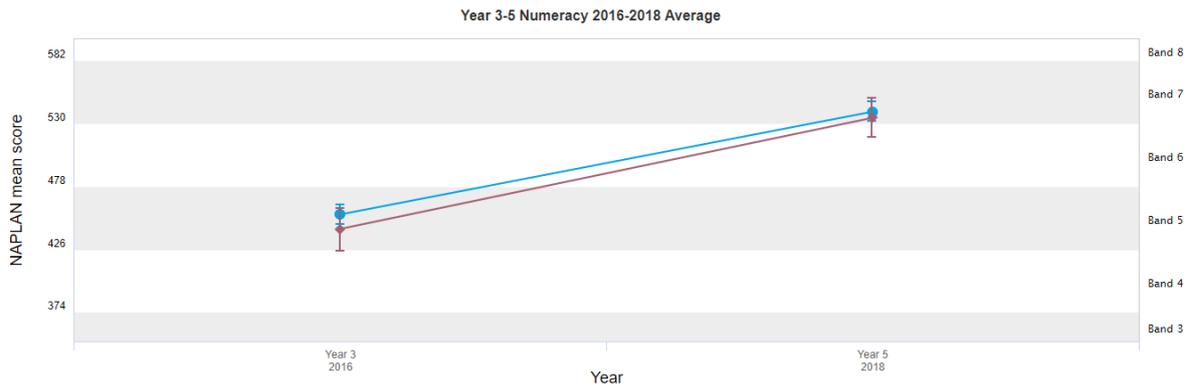
St Mary's Catholic Primary School has a high retention of staff indicating their staff satisfaction. Staffs have high levels of team planning as the teaching group works together to improve the educational achievements of our students.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	95.9	-4.1	100.0	4.1
YR 03 Numeracy	97.9	100.0	2.1	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	98.0	-2.0	100.0	2.0
YR 03 Writing	100.0	98.0	-2.0	100.0	2.0
YR 05 Grammar & Punctuation	98.3	100.0	1.7	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	98.3	100.0	1.7	100.0	0.0





Select categories: Selected school Schools with similar students Students with the same starting scores All Australian schools



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E1011
St Mary's School, Williamstown

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	95.9
Y2	95.8
Y3	94.2
Y4	96.4
Y5	95.3
Y6	95.9
Overall average attendance	95.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.6%

STAFF RETENTION RATE	
Staff Retention Rate	91.30%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	19.0%
Graduate	19.0%
Certificate Graduate	4.8%
Degree Bachelor	90.5%
Diploma Advanced	28.6%
No Qualifications Listed	0.00%

Principal Class	4
Teaching Staff (Head Count)	22
FTE Teaching Staff	20.0
Non-Teaching Staff (Head Count)	16
FTE Non-Teaching Staff	10.5
Indigenous Teaching Staff	0

