

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**St Mary's Primary School
Dandenong**

2016

REGISTERED SCHOOL NUMBER 1080



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Contact Details

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Minimum Standards Attestation

I, **Greg White**, attest that **St Mary's school Dandenong** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2017

Our School Vision

St. Mary's Catholic Parish Primary School is a multicultural community that gives witness to the Good News of Jesus Christ.

We are a faith community that endeavours to create a Christian atmosphere, through experiences of welcome, reconciliation, acceptance and celebration.

We strive to nurture individual growth to its fullest potential.

We aim to:

- Provide a safe, happy, caring and supportive learning environment for all
- Embrace our multicultural richness; respecting and appreciating the diversity of our community
- Provide a broad, integrated curriculum, relevant to individual needs that will prepare students to meet the challenges of the future

School Overview

St Mary's Convent School was founded in 1912 by the Presentation Sisters and was located in McCrae Street, Dandenong in two large weatherboard classrooms. The school was renamed St Mary's Primary School and moved to its present site in New Street in 1968. Our School is in the South Eastern Catholic Education Office Zone and is centrally located in the City of Greater Dandenong. It is on 1.8 hectares and shares the site with the Parish Community Centre which has a hall, fully equipped commercial kitchen and conference room. The Parish Tennis Club also shares the site with a clubhouse and courts. The Before and After School Care program shares the clubhouse facility. The School is on a separate site to the Church and Parish Centre which are located two blocks away at 160 Foster Street, Dandenong.

St Mary's is a culturally diverse community with 98% of families who have English as an Additional Language or Dialect (EAL/D). The Greater City of Dandenong is the most disadvantaged community in Victoria. Many of our families are from low socio-economic backgrounds and a significant number of parents are unemployed or on low incomes. In 2016, 45% of families were eligible for the Education Maintenance Allowance (EMA). Many families receive concessions on their school fees and the school's Socio Economic Status band (SES) is 86. St Mary's was part of the Smarter School National Partnership (SSNP) Low SES schools from 2010 to 2013 and during that time received additional staffing and professional learning funding.

St Mary's families come from 34 different countries. The largest groups come from South Sudan (64 students - 24%), India (43 students - 16%), Sri Lanka (39 students - 14%), Philippines (15 students - 5%), Vietnam (12 students - 4%), Mauritius (10 students - 4%), China (10 students - 4%), and Samoa (10 students - 4%). Over recent years, we have had a large intake of refugee families, mainly from South Sudan, as well as asylum seeker families from Sri Lanka, Egypt and Iraq.

St Mary's has modern and recently refurbished school buildings which include 11 classrooms, a computer Lab, Stephanie Alexander Design Kitchen, Library Space, Number Intervention and Reading Recovery Rooms, Visual Arts Room, Performing Arts Room and Administration Area. These are housed in four buildings within the school grounds. With the BER grant, we were able to build a state of the art Auditorium equipped with sound, lighting and audio visual technology. This new space is used for whole school gatherings, special community events, Physical Education classes and extra-curricular activities. Also included in this building project was the construction of a

new Junior Playground zone. This initiative has brought our learning space into the outdoors with multiple teaching and learning activities taking place in this area.

St Mary's Primary School has extensive and well developed school grounds, which consist of an Auditorium, Outdoor Amphitheatre, Outdoor Oral Language Centre, a Junior and Senior Adventure Playground, a synthetic covered Oval with a running track, a 12 bed vegetable garden, two large surfaced playing areas including three Basketball Courts and a quiet place to play, Community Hall and Tennis Courts. All playground areas have sections which are shaded.

The 2016 student School enrolment from Prep to Year 6 was 245 students.

Students are grouped into four learning Communities. Within these Communities there are twelve class groupings.

- **Prep (2 classes)**
- **Year 1/2 (4 classes)**
- **Year 3/4 (3 classes)**
- **Year 5/6 (3 classes)**

St Mary's offers specialist classes in LOTE – Italian, Performing Arts, Visual Arts, Physical Education, and Information and Communication Technology. We have a Reading Recovery teacher, two Number Intervention teachers, four Learning Support Officers providing support to students with additional learning needs, three Administrative Staff, a Library Technician, a Kitchen Technician and a Garden Technician. We also have two school counsellors (employed through Catholic Care). There are 35 Staff members (16 full time and 19 part-time).

St Mary's has a multi-tiered model of Leadership. The Parish Education Board exists to provide a structure for effective consultation in relation to school matters. It consists of the Parish Priest, School Principal, School Staff and Parent representatives. We have an Executive Leadership Team (Principal, Deputy Principal, and Learning and Teaching Leader) who meet weekly. The Leadership Team (Principal, Deputy Principal, Religious Education Leader, Student Wellbeing/Student Services Leader, Family Engagement in Learning Leader/Numeracy leader and Literacy/Learning and Teaching Leader) meet weekly. Our Team Leaders also meet weekly and include representatives from the Executive Team, each Level team and the Specialist Team. There are other small teams that meet through the week that have a Leadership member and follow our lines of reporting to ensure clear communication and enable Staff Voice.

We have Student Action Leadership Teams consisting of 12 committees and their Student Leaders from the Year 6 area (Social Justice, Environmental, Library, Italian, Graduation, Music, ICT, Art, Religious Education, Wellbeing and Action, Family Engagement, as well as Sports House Captains). There is also a Student Representative Council including representatives from classes Years 4-6.

The Parents and Friends Association strives to promote family engagement in the school community as well as fund raising. They meet on average three times a term.

Families are invited to participate in their child's education through a wide range of activities at our School, which are constantly changing and growing. These include participating in classrooms, tutoring in the Reading Room, gardening and cooking as part of the Stephanie Alexander Garden to Kitchen program, Learning Circles, Staff Professional Learning Meetings, "Storytime with the Principal", excursions, Canteen, Library, social events, Community Conversations, Level Community celebrations, 3 Way Conversations, PSGs, Assemblies, Healthy Eating Program and extra-curricular sporting activities.

The links between St Mary's School and Parish are many. Members of the Staff of both belong to the Parish Pastoral Team, Parish Education Board and the Parish Leadership Team. These Teams meet regularly and are a great link for communication and connection. By a class group attending Parish Mass each Monday, we are able to be an active part of the worshipping community of St Mary's Parish. This creates a link which is difficult considering we are on separate sites. As a Staff we feel much supported by Fr Declan and the Parish Staff.

Throughout our 104 year history we have lived our motto, 'Aeterna Non Caduca,' (Eternal not Transient). We are constantly growing, changing and striving to improve as we continue on our journey of being an outward facing school.

We look forward to meeting the challenges of our future.

Principal's Report

It is with pleasure that I present to the School Community the 2016 Annual St. Mary's School Community Report.

The 2016 school year saw the school move into the 2nd year of the post school review cycle and ultimately our school review year where we developed a new school improvement plan to take us through to 2019. Over 2016 we reflected on school life in the light of our school's Vision and the five spheres of

1. Education in Faith
2. Teaching and Learning
3. Student Well Being
4. Leadership and Management
5. School Community

The previous aims of the school were revisited and achievements acknowledged. Data and evidence were then gathered to help set goals for future achievements. What the community valued about our school was also investigated.

As part of the review cycle, all families from St Mary's School were given the opportunity to complete a survey in late 2016. All staff and Grade 3,4,5 and 6 students were also surveyed. The main aim of the surveys was to identify the strengths and areas for improvement in the school. The results benefited everyone within our school community by providing valuable information about the ways St Mary's School could be further developed.

As part of our school review process the staff was further involved in analysing the Insight SRC data. In the context of our school vision statement we looked at the five main spheres of the school reflecting on what we had been aiming to do within these 5 spheres over the previous 3 years. We then considered many of the schools achievements in the 5 areas as well as the evidence that substantiated these achievements.

The results from the Parents, Staff and Students surveys provided positive and constructive feedback.

The importance of Education in Faith at St Mary's School was again evident at all times over the year by the way the students were involved in liturgy, prayer and different Sacramental events. The Community satisfaction in the school was positive with 97.1% of parents indicating that their child is encouraged to be compassionate and 100% of parents believing the school provided the opportunity for their child to learn about the

Catholic faith. St Mary's School staff fulfils their role as educators in a professional manner and are very committed and dedicated to their job.

The attached report gives a more detailed account of the goals, intended outcomes and achievements in the Spheres of

- 1. Education in Faith**
- 2. Learning and Teaching**
- 3. Student Well-being**
- 4. Leadership and Management**
- 5. School Community**

Kind regards

Greg White

Principal

Education in Faith

Goals & Intended Outcomes

GOAL: To strengthen the school's Catholic Identity by enriching Education in Faith and Social Justice

Intended outcomes:

That staff and students demonstrate the School's Catholic culture incorporating Gospel values in all aspects of school life.

That staff, students and parents develop a deeper understanding of social justice as part of the Christian call to service.

Achievements

- In 2016 the links between parish, home and school in relation to the Religious Education program were further strengthened and opportunities for family nights were provided with a continued shift in the conduct of these occasions from a lecture type model to a workshop approach. The feedback and evaluation was strong in appreciation of this as also the numbers in attendance
- Students participated in prayer on a daily basis
- All areas have a dedicated prayer space, including staffroom, planning room and classrooms
- Each year, students and teachers are involved in creating a special prayer cloth which is used at the Opening School Year and Staff Commissioning Parish Mass and also on a daily basis when praying in the classroom
- Students were given the opportunity to write their own prayers of the faithful for use in the classroom and for Monday Parish Masses
- Weekly assemblies - where prayer and liturgical events were celebrated, also events such as ANZAC Day, Remembrance Day, Easter and Harmony Day
- Each weekly Professional Learning Meeting began with a prayer/reflection prepared by a staff member
- Weekly staff diary always included an extract from the school vision statement
- Spontaneous staff and student prayer occurred during times of need e.g. death of a community member
- Students regularly participated (choir, reading, altar servers, offertory procession, responses) in Parish Masses during school time and on selected weekends
- Students attended and were involved in school based Liturgies during special times of the liturgical year e.g. Easter, Family Week, St John's Secondary College Opening Year School Mass. The Principal, Deputy Principal, Religious Education Leader, Parish Associate and Parish Priest met each term to plan parish sacramental events
- Sacramental Programs were in place for the students of St Mary's

VALUE ADDED**Supportive Data Related To Faith Education**

At St. Mary's school the staff value the importance of working in a Catholic environment, they appreciate the support from the parents for the work which they carry out. It is clear from surveys and discussions with parents that they are very supportive of the school's education in faith commitment. An area that is particularly valued by staff, parents and children is the social justice area. This is indicated by the data and shows a positive approach throughout the school in both local action and wider support for social justice in the community.

Data collected from Parent Surveys provides us with information which clearly shows a link between our School Culture, expectations, values and student relationships. Parents and children express their high satisfaction with the school Religious Education program and the aspect of Social Justice, as well as the way staff always show respect to the School Community.

It is very satisfying to see from our parent and student data that equal emphasis is placed on the importance of both religious education, compassion and social justice at school and at home.

- 97.1 of staff believe that they have the opportunity to reflect on their faith
- 100% of staff believe that they always care for others
- 100% of staff believe that they are encouraged to be compassionate
- 100% of students believe the staff always show respect to others
- 97.9%of parents believe the that the staff always show respect to others

Data from "Organisational Health Survey" Insight SRC 2016

Learning & Teaching

GOAL: To embed contemporary learning pedagogies with a focus on developing a challenging and stimulating learning environment through expert teaching.

Intended outcomes:

That student outcomes in Reading Comprehension and the Number and Algebra strand of Mathematics will improve.

That students will be more responsible for and engaged in their learning.

Achievements

- A strategic and targeted numeracy program from Prep-6 focussing on small groups and intervention
- Additional allocated staffing for leadership to improve Students' Numeracy and Literacy performances eg Number Intervention, Reading Room
- A focus on student learning driven by data analysis, learning and assessment practices, Literacy and Numeracy Strategic Support and the EAL Continuum
- As appropriate on enrolment, students are placed on the EAL continuum to ensure their literacy learning needs are met
- Our Prep-2 Literacy data shows a continued significant improvement in text levels and record of oral language
- Employment of a Speech Therapist to screen all Prep Students and review at need students, as well as providing the opportunity for each prep teacher to discuss the findings for each child
- Our Performing Arts and Visual Arts learning areas continue to provide our students with opportunities to identify value and extend their academic, personal and social capabilities
- The staff at St Mary's are involved in extensive Professional Learning and Professional Learning Projects as well as mentoring and coaching to strengthen purposeful teaching for students
- Learning at St Mary's includes an Inquiry based program, to ensure an integrated approach to the development of both skills and knowledge
- The reporting schedule policy was further implemented and reporting compliance was reached through workshops, mentoring and coaching
- Data both qualitative and quantitative is being used to drive teaching and learning

Student, Staff and Parent survey data provided the following feedback to the school:

- In the student motivation area 95% of students believe that doing well at school is important to them
- In the connectedness to school area 99% of parents believe their child gets on well with their peers at school

- **96.3% of staff believe the students at this school are really motivated to learn**
- **100% of staff believe that staff at this school have created an environment that maximises the learning outcomes for students**
- **90% of parents believe the school meets the academic needs of their child**
- **98.9% of parents believes the school provides a stimulating learning experience stating that teachers at this school motivate their child to want to learn**
- **97.9% of parents believe that their child is developing good social skills**
- **95% of students feel good about being a student at this school**
- **95% of students believe that this school is preparing them well for the future**
- **97.6% of students believe that doing well at school is important to them**
- **97% of parents believe that the teachers at this school are very good at encouraging their child to learn**
- **92% of parents believe their child's report gives them a good understanding of how their child is progressing at school**
- **95.8% of parents believe their child looks forward to going to school**
- **96.8% of staff believe that the students put a lot of effort into their work**
- **96.1% of students believe their teachers put a lot of energy into teaching their class**

Data from Insight SRC Survey detail table and report 2016

STUDENT LEARNING OUTCOMES

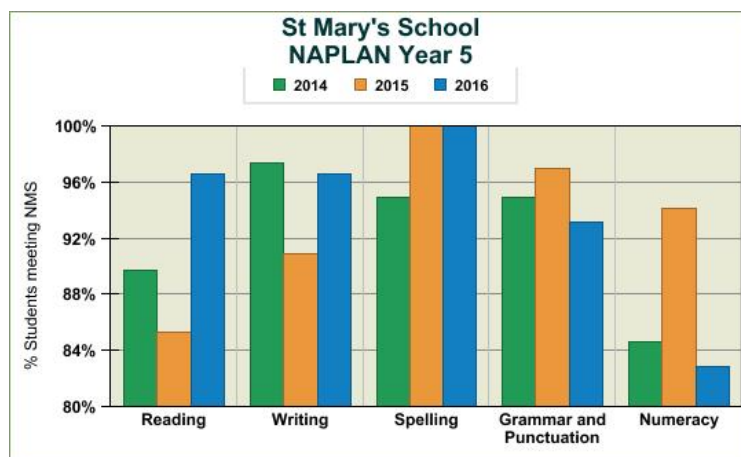
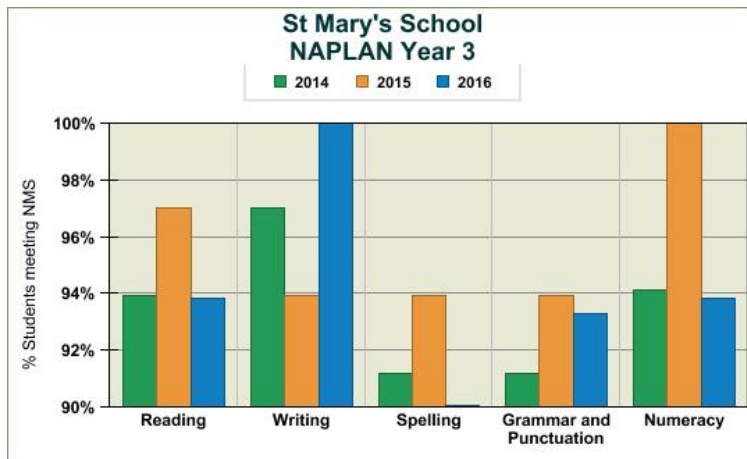
E1080
St Mary's School, Dandenong

Proportion of Students meeting National Minimum Standard

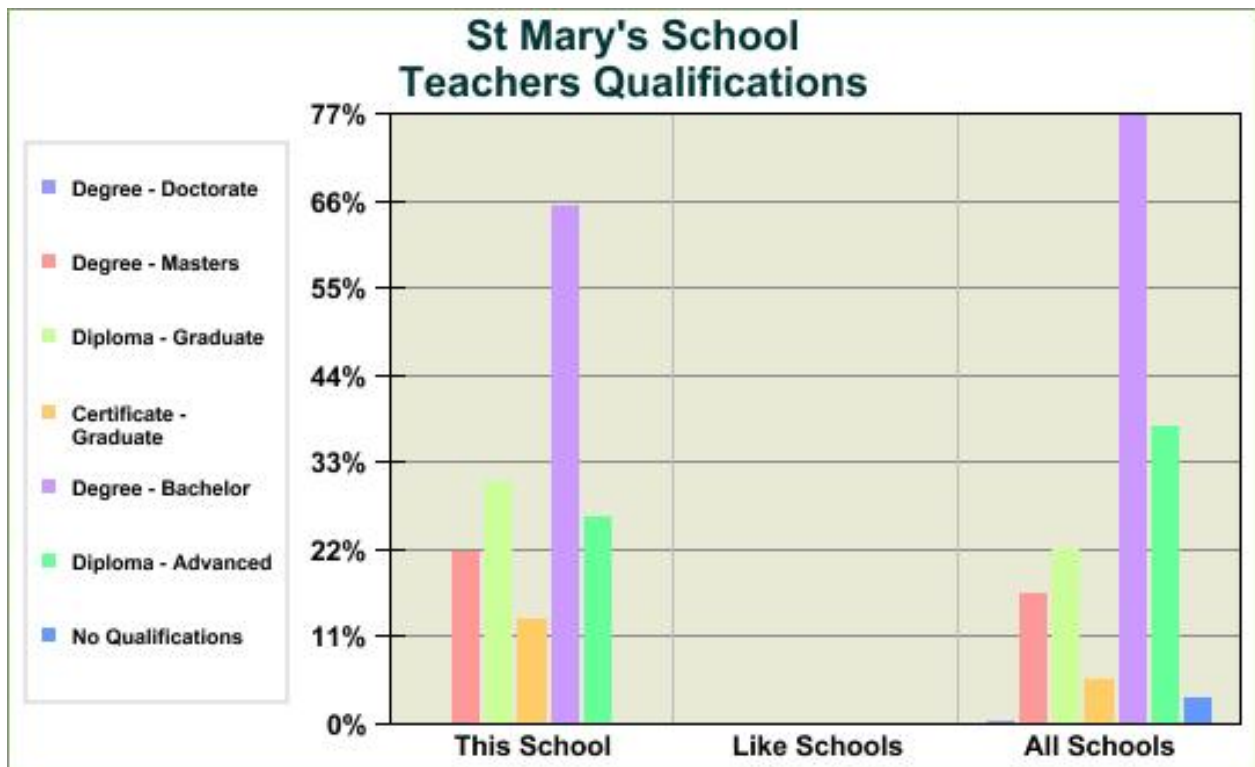
	Year 3			Year 5		
	2014	2015	2016	2014	2015	2016
Reading	93.9%	97%	93.8%	89.7%	85.3%	96.6%
Writing	97%	93.9%	100%	97.4%	90.9%	96.6%
Spelling	91.2%	93.9%	90%	94.9%	100%	100%
Grammar & Punctuation	91.2%	93.9%	93.3%	94.9%	97%	93.1%
Numeracy	94.1%	100%	93.8%	84.6%	94.1%	82.8%

Change in Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Reading	-3.1%	3.1%	-3.2%	-10.3%	-4.4%	11.3%
Writing	-3%	-3.1%	6.1%	-2.6%	-6.5%	5.7%
Spelling	-5.8%	2.7%	-3.9%	-1.3%	5.1%	0%
Grammar & Punctuation	-2.7%	2.7%	-0.6%	-1.3%	2.1%	-3.9%
Numeracy	-5.9%	5.9%	-6.2%	-3.9%	9.5%	-11.3%



STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	30
FTE Teaching Staff	22.4
Non-Teaching Staff (Head Count)	13
FTE Non-Teaching Staff	6.47
Indigenous Teaching Staff	0



1	Staff attendance	The average attendance rate per staff member	Teaching Staff: 83.95% Non-teaching staff: 95.83% All staff: 87.02%
2	Staff retention	The proportion of teaching staff retained in a program year from the previous year	92.59%

Student Wellbeing

GOAL: To further develop and embed social and emotional learning and build meaningful relationships

INTENDED OUTCOMES:

That the school will demonstrate a consistent whole-school approach to student management

That students will strengthen and demonstrate Social and Emotional Competencies

Achievements

- Provision was made for personnel and resources to support resilience programs and strategies
- The school was involved in the CEM, School Wide Positive Behaviour Support Program
- The Student Wellbeing Action Group (SWAG) continued, meeting regularly over each term and the Social Emotional Learning project continued over the year
- There were strong student wellbeing programs in place at the school
- All children from Grades 3 to 6 participated in a School Camp Program
- P - 6 behaviour management policies were maintained and monitored e.g. Anti-bullying and Assertive Discipline Policies, Cyber safety
- The school catered for students with individual learning needs and supported those who needed intervention through – Reading Recovery, Number Intervention Program, Individual Education Programs, Program Support Group Meetings, Modified Learning Programs and New Arrivals and EAL Program
- Celebrated International Harmony Day
- Performing Arts continues to be a valued part of the specialist Curriculum
- The school has given a higher profile to physical education including the continued participation of senior school sports in various sporting disciplines and the involvement of students with other schools in the inter school sports program
- St Mary's school students were involved in the wider community at a variety of levels e.g. choir performances at a nursing home and various community events, students raising funds for Project Compassion and Caritas
- 100% of staff believe that students at St Mary's school are treated with respect

How non-attendance is managed by the school.

If there is ongoing unexplained non-attendance at school by a student, the parents of the child are contacted to ascertain the reasons for non-attendance and if necessary counselling is provided to the parents on the importance of children regularly attending school.

VALUE ADDED

- Programs activities such as: School Camps, New Arrivals, Support for Refugee Students, Student counselling, Buddies, Gardening group, Interschool sports, Cross country and Athletic training squads, Before and After School Care, Lunchtime clubs (including friendship group, Italian, netball, library, choir, zumba, school band), Smith Family telephone tutoring service
- SWELL week
- St Vincent de Paul Homework tutoring program held in the school auditorium every Saturday morning. The Hazara Afghan Tutoring Program is held in the School Auditorium every Saturday afternoon
- Student Action Teams
- Grade 6 students hosted school assemblies

STUDENT SATISFACTION

- 96.9% of parents believe their child always wants to come to school at school
- 95.1% of students feel positive at school
- 95.1% of students believe they get on well with other students
- 96.9% of parents believe that their child is mastering good social skills
- 96.7% of students feel that they get on with most of their classmates
- 96.8% of parents believe their child is encouraged to be compassionate and 98.9% believe that the school provides opportunities for their child to show compassion to others
- 96.9% of parents believe their child is accepted by other children at the school
- 96.7% of students believe that at school they are encouraged to be compassionate to others

Data from Insight SRC Survey detail table and report 2016

Child Safe Standards

Goals and Intended Outcomes

St Mary's Primary School is committed to providing a safe environment for all students and young people and will take active steps to protect them against abuse. To achieve this, the school has developed and actively enforces Child Safety Strategies to ensure that any person involved in 'child connected work' is aware of their obligations & responsibilities for ensuring the safety of all children under their care.

In accordance with requirements of the Victorian Government's Ministerial Order No 870, St Mary's Primary School maintains a culture of 'no tolerance' to child abuse. To achieve this it has established a holistic Child Safety Strategy incorporating the processes, policies & procedures listed below.

Achievements

St Mary's Primary School Child safety Strategy includes, but is not limited to the:

1. Establishment of strategies for embedding a culture of child safety at the school;
2. Maintenance & communication of a policy affirming the school's commitment to child safety and the promotion of an environment where children feel respected, valued and encouraged to reach their full potential;
3. Maintenance & implementation of a Child Safety Code of Conduct;
4. Established processes for screening, supervision, training, and other human resource practices to reduce the risk of child abuse & promote a child safe learning environment;
5. Maintenance & Communication of procedures for responding to and reporting child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct.
6. Risk Management strategies to identify and reduce or remove risks of child abuse
7. Maintenance of strategies to promote student participation & empowerment in creating an environment where they feel: respected, valued and are capable of reaching their full potential.

Leadership & Management

Goals & Intended Outcomes

- To develop and embed a contemporary professional leadership and learning model
- That leadership team capacity be further developed
- That staff professional learning be strategically implemented and translated into improved, sustainable classroom practice
- That staff efficacy be further developed via an effective appraisal and recognition

Achievements

- The School Improvement Plan and Annual Action Plan are both constantly monitored and reviewed by the executive leadership and school leadership teams
- Implemented a Learning Project utilizing learning walks as a means of effective professional and pedagogical development of staff
- All staff are participating in the Visible Learning Project
- Continued to refine our PLM schedule to reflect the learning needs of the staff to improve student outcomes
- Followed our plan developed out of the Enhancing Leadership Capacity Project
- The Grade 5/6 Senior School Community continued to successfully work in the newly created flexible learning space
- 100% of staff believe that the school always focuses on improving the quality of the school's teaching and learning practices
- 100% of staff believe the curriculum at this school is well documented
- 100% of staff believe that they are always focussed on school improvement

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

- AusVELS – curriculum, assessment reporting and moderation
- Numeracy PL
- Literacy, P to 4 Literacy Foundation years, Reading Recovery, Literacy assessment testing
- Information Communication and Technology – reporting procedures
- School Officers Administration and organisation Forums
- Enhancing Leadership, Leadership Capacity Project-Principal, Deputy Principal, Religious Education Leader, Literacy Leaders, Student Well Being, Teaching and Learning Leader and Italian teacher meetings
- EAL Continuum
- Inquiry Learning, Social Emotional Learning Professional Learning, School Wide Positive Behaviour Support Program
- School Improvement Survey Data Analysis
- Visible Learning Project

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	36
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$3600

TEACHER SATISFACTION

- 97.1% of staff are clear about their professional responsibilities
- 100% of staff feel enthusiastic at school
- 96.7% of staff feel they can rely on their colleagues for support and assistance when needed
- 100% of staff believe they are encouraged to improve their skills, knowledge and performance
- 100% of staff believe the students are treated with respect in the school
- 100% of staff believe they are encouraged to be compassionate in the school
- 97.1% of staff believe they are clear about their professional responsibilities
- 100% of staff go about their work with enthusiasm
- 94.3% of staff believe there is good teamwork in this school
- 91.4% of staff believe there is good support from the leaders in this school
- 97.1% of staff believe they are committed to the school's goals and values
- 100% of staff believe staff in this school are always focussed on school improvement

Data from Insight SRC survey detail table and report 2016

School Community

Goals & Intended Outcomes

- To strengthen the connection and communication with the school's community
- That the connection between home and school is strengthened in order to benefit student wellbeing and outcomes
- That two-way communication processes with the school community are improved so that parent engagement and student learning is improved

Achievements

- A welcoming and approachable environment was evident and emphasised in the approach and attitude of all staff and in the layout of the school foyer which displays children's work and photographs of recent school events
- There were strong student wellbeing programs in place at the school including, student action teams, lunch time clubs and active sports after school program
- During 2016 the school promoted and held a number of community based and multicultural events including-SWELL week, beginning of the year family bush dance, Harmony Day, Christmas school concert and community conversations
- More recently the school has focused on the engagement of parents around learning and has conducted in partnership with outside agencies
- Literacy and Numeracy Family fun nights, Literacy Parent Meetings
- Opportunities for parent involvement as parent helpers in PMP ,classroom help, reading room
- The Parents and Friends Association and helpers in the Library
- Additionally, the school undertook a deliberate initiative to include parent participation in the year 5/6 camp
- Interpreters continue to be available for 3 way Learning Conversations and PSG meetings
- The Parish Education Board and Parents' and Friends' Association met regularly over the year
- There were strong links between parish, home and school in relation to the Religious Education program
- Many school liturgical celebrations were held during regular parish mass times
- There was regular communication between school and home via the newsletter, SMS, emails
- The school continued its counselling services for students and families in partnership with Catholicare and continued the Chaplaincy program
- Students from St John's Secondary college completed community service at the school
- Over recent years we have initiated stronger connections with Dandenong Library exchanging visits and resources
- The use of school facilities by the parish and wider community has increased over the last year. This has been facilitated through the Building Education Revolution (BER) extensions to existing environments and the building of an auditorium.

These facilities have been used for partnership arrangements including Saturday morning and afternoon homework clubs, netball team, after school care and parish Bible study group

- St Mary's school students were involved in the wider community at a variety of levels e.g. choir performances at a nursing home and various community events, students raising funds for Project Compassion and Caritas
- St Mary's school partnered The Smith Family with the student 2 student reading program
- The school held Mother's Day and Father's Day breakfasts
- Partnerships continue to be built with the City of Greater Dandenong Healthy Children's Team and Network, parents, children and teachers. The Stephanie Alexander Garden to Kitchen program successfully continued
- Over a period of 6 years we have now successfully engaged 12 of our school staff in intensive professional learning in sending them to the USA to experience Community Connectedness in Santa Fe, New Mexico with George Ortero who has worked with the staff
- We have established through this Professional Learning a strong knowledge base and awareness in our current and future leaders and also amongst all staff. This capacity building strategy will enable the school to continue to promote a national partnership imperative of building stronger family school partnerships for learning into the future
- Communication protocols and a re-energizing of the school newsletter for a stronger focus on student learning was ongoing throughout 2016. A similar focus on learning in the classroom is reflected in the placement of two large television screens in strategic positions for parents and visitors
- The school has set aside a designated family space in the school and is using this space to build connectedness and parent's capacity in our community. This space enables the establishment of partnerships with training agencies in the provision of Training and Employment Programs for parents and other community members.
- "Storytime with the Principal" has become another well-established program with a Parent Engagement in learning focus. This program led by the school Principal offers parents the opportunity to read a picture story book with their children, this is first modelled by the Principal and then some coaching hints are provided and the book is then given to the family to keep. This is an extremely well received and attended program with numbers attending growing each time it is conducted
- The school is committed to strengthening family engagement in learning, as demonstrated in specific goals across all spheres in SIF
- The newly appointed Family Engagement in Learning Leader is a key member of the school leadership team and is part of planning and review discussions in the AAP.
- St Mary's school in conjunction with two local catholic schools reappointed a Cluster Family School in Learning Convenor to work across the three schools in 2016. This position of leadership is designed to lead and progress school improvement goals focusing on family-school-community partnerships

PARENT SATISFACTION

- **94.8% of parents feel comfortable about approaching the school if they have any concerns**
- **96.9% of parents believe the school always strives to improve**
- **92.6% of parents believe their child is well prepared for the next stage in their education and believe that the school always aims to improve the quality of education it provides**
- **96.8% of parents believe that their child has been supported in their transitions at school**
- **95.8% of parents at the school believe teachers are very enthusiastic**
- **96.9% of parents believe the teachers at the school are very good at making learning fun for their child and motivate their child to want to learn**
- **97.9% of parents believe staff at this school always show respect to others**
- **95.8% of parents believe the staff know how to engage parents in the learning process**

Data from Insight SRC survey detail table and report 2016

Future Directions

2017 PLANNED PROGRESS

The school in 2017 intends to continue progress in all the initiatives that were made in 2016; additionally it intends to maintain and further improve its stronger focus on family engagement and home-school communications. Learning at home is also a priority for action in 2017. The school will continue to strengthen this approach to family-school-community partnerships. This will include further development and implementation of activities that impact on family engagement in learning and school community partnerships for learning; building capacity at the local level through ongoing professional learning opportunities; and, establishing reflection and planning practices to measure the impact of this work.

In 2017 the school will undertake to implement the broad recommendations in the 5 spheres as detailed below :

St Mary's Primary School Dandenong
2017 ANNUAL ACTION PLAN

EDUCATION IN FAITH

GOAL: To strengthen the school's Catholic Identity by enriching Education in Faith and Social Justice

INTENDED OUTCOMES:

That staff and students demonstrate the School's Catholic culture incorporating Gospel values in all aspects of school life.
That staff, students and parents develop a deeper understanding of social justice as part of the Christian call to service.

TARGET: School Improvement Survey: **CATHOLIC CULTURE INDEX**

Students: be at 85 or better by 2018

Staff: be at 92 or better by 2018

Parents: be at 91 by 2018

KEY IMPROVEMENT STRATEGY: Increase Post-Critical Belief to allow recontextualising and dialogue to flourish.
Further seek, reflect and enact the integration of Gospel teachings in school culture.

WHO WILL LEAD	STRATEGIC ACTIONS	WHAT WE WILL DO	TIMEFRAME
Religious Education Leader	To unpack the concepts of Post-Critical Belief, Recontextualising and Dialogue	<ul style="list-style-type: none"> Participate in staff PD/Professional Learning Meetings (PLMs) including whole school community Develop staff's knowledge and understanding of scripture through PLMs, Team Planning and Professional Reading Develop units of work that include a development of the students' knowledge and understanding of scripture Invite parents and families to celebrate prayer opportunities at a class and school level 	Ongoing
Religious Education Leader	To plan, teach and assess Religious Education using the draft frameworks	<ul style="list-style-type: none"> Review RE within our own Inquiry cycle Develop Inquiry units of work that follow the draft Religious Education framework through PLMs and Team Planning Moderate assessment practices against the draft Religious Education Framework through PLMs and Team Planning 	Ongoing
Religious Education Leader	To develop an understanding of the Principles of Catholic Social Teaching	<ul style="list-style-type: none"> Develop a common language Engage in professional readings Identify and live social justice in all areas and practices of the school community Plan and document explicit teaching of the Principles of Catholic Social Teaching Explicitly teach the principles within units of work 	Term 3 & 4

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TEACHING AND LEARNING

GOAL: To embed contemporary learning pedagogies with a focus on developing a challenging and stimulating learning environment through expert teaching.

INTENDED OUTCOMES:

That student outcomes in Reading Comprehension and the Number and Algebra strand of Mathematics will improve.

That students will be more responsible for and engaged in their learning.

TARGET:

Matched individual student growth from Year 3 to Year 5 to be 60 NAPLAN scaled score points or more in Reading.

To increase the percentage of students in the top two NAPLAN bands in Numeracy to 40% or better in Year 3 and 30% or better in Year 5.

To reduce the percentage of students in the bottom three NAPLAN bands in Reading and Numeracy to 30% or lower in Years 3 & 5.

KEY IMPROVEMENT STRATEGIES:

Build teacher capacity to translate contemporary teaching and learning strategies into challenging and engaging classroom practice.

Increase school focus on individual student growth.

Consolidate and extend a rigorous approach to Foundation (Prep) learning.

WHO WILL LEAD	STRATEGIC ACTIONS	WHAT WE WILL DO	TIMEFRAME
Learning & Teaching Leader	To develop a whole school approach to coaching using the AITSL Standards	<ul style="list-style-type: none"> Facilitate coaching through Team Planning Meetings, Team Leaders Meetings, PLMs and ARMs Clarify Team Planning expectations at each Level, lead by Team Leaders Use STAR Hub resources to develop Professional Learning opportunities in coaching through Team Planning Meetings, Team Leaders Meetings and PLMs Use SMAG Resources to develop Professional Learning opportunities in coaching through Team Planning Meetings, Team Leaders Meetings and PLMs Utilise the Feedback process and protocols in the Action Research model of Coaching through Team Planning Meetings Team Leaders to strategically manage Team Planning and Team events Continue to develop agreed expectations of Literacy and Numeracy Teaching & Learning to EAL/Students 	Ongoing
Learning & Teaching Leader and Literacy Leader	To develop a whole school approach to 'Reading Comprehension'	<ul style="list-style-type: none"> Investigate, research and trial Reading Comprehension strategies in Prep - Year 2 of the CAFE model and the 'Daily 5' model through Team Planning, PLMs, coaching and mentoring Consolidate the use of the CAFE model in Year3-6 through Team Planning, PLMs, coaching and mentoring Use data to personalise learning in Reading Comprehension through Team Planning, PLMs, coaching and mentoring Continue to target 'Intentional Learning' in Foundation (Prep) with a specific focus on Reading, Writing and Speaking and Listening using data to drive personalised learning 	Ongoing
Learning & Teaching Leader and Numeracy Leader	To develop a whole school approach to 'Number and Algebra'	<ul style="list-style-type: none"> Continue engagement in SMAG CCAN project to develop our pedagogical skills in the teaching of Mathematics Embed 'Number Intervention' language and practices in the classroom through Team Planning, PLMs, coaching and mentoring Use data to personalise learning in Mathematics through Team Planning, PLMs, coaching and mentoring 	Ongoing
Learning & Teaching Leader	To embed the Victorian Curriculum into school practice	<ul style="list-style-type: none"> Use Victorian Curriculum school documentation as a basis for planning teaching, and assessment and reporting 	Ongoing
Learning & Teaching Leader	To embed Google Apps for Education (GAFE) as part of school practice	<ul style="list-style-type: none"> Explore GAFE through explicit instruction to teachers and students with in-class coaching Utilise GAFE to link home and school learning through Team Planning, classroom instruction and Parent Information Sessions 	Ongoing

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LEADERSHIP AND MANAGEMENT

GOAL: To develop a vibrant, empowering, professional learning culture that reflects a strong understanding of 'performance and development' and employs effective feedback strategies.

INTENDED OUTCOME:

That school climate particularly in relation to appraisal & recognition, empowerment, and leadership support will improve.

TARGET: School Improvement Survey:

Organisational Climate Index for 2018 will be at 90 or better.

Teaching Climate Index for the 2018 survey will be at 95 or better.

Performance and Development Culture indicators reach 93 or better on the actual score.

KEY IMPROVEMENT STRATEGY: Embed a whole school commitment to continual school improvement, high expectations and excellence.

WHO WILL LEAD	STRATEGIC ACTIONS	WHAT WE WILL DO	TIMEFRAME
Principal and Leadership Team	To undertake professional learning in Visible Learning	<ul style="list-style-type: none"> Participate in 'Visible Learning Project with CEM and Corwin incorporating Professional Learning for Impact Coaches, Leadership and Staff.' 	Ongoing
Principal and Leadership Team	To continue the process of developing a feedback culture of appraisal and recognition	<ul style="list-style-type: none"> Focus on the constructive and supportive delivery of feedback regularly Formalise documentation outlining process and protocols of feedback at St Mary's in PLMs and Team Planning Meetings <ul style="list-style-type: none"> Staff to student Student to student Student to staff Staff to staff Staff to leadership 	Ongoing
	To support staff wellbeing	<ul style="list-style-type: none"> Undertake a survey about work demands and individual distress Create a plan based on survey results Support staff by two leaders attending major behaviour incidents and allow time to debrief with staff and students where possible 	<u>Mid Term 1</u> Ongoing
Principal and Leadership Team	To use the AITSL Standards to develop professional learning goals	<ul style="list-style-type: none"> Reflect on individual practice and audit against the AITSL Standards in PLMs and Team Planning Meetings to support teachers in identifying and achieving their own personal goals. Use the AITSL Standards for the ARM process. 	Ongoing
Principal	To work collaboratively with other schools to develop expert teaching	<ul style="list-style-type: none"> Participate in SMAG (St Mary's, St Anthony's Noble Park, St Gerard's Dandenong North) through Principal Cluster Meetings, SMAG <u>CCAN</u> (Collaborate and Connect Around Numeracy), SMAG FELL Meetings, SMAG Leadership Groups, SMAG Senior Students and Staff Cluster Meetings Work collaboratively with the SMAG Cluster Engagement Leader (CEL) Participate in STAR Hubs through Thought Leadership Gatherings, Power House School and Bright Spot Visits and working with Social Ventures Australia (SVA) 	Ongoing Ongoing Ongoing
Principal and Executive Team	To develop a School Master Plan	<ul style="list-style-type: none"> Work in conjunction with the School Architect, Quantitative Surveyor to implement the School Master Plan 	Ongoing

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STUDENT WELLBEING

GOAL: To further develop and embed social and emotional learning and build meaningful relationships

INTENDED OUTCOMES:

That the school will demonstrate a consistent whole-school approach to student management

That students will strengthen and demonstrate Social and Emotional Competencies

TARGET: School Improvement Surveys:

Student Wellbeing Aggregate Index: 89

Student Experience Actual Score: Classroom Behaviour: 52 Student Safety: 80

KEY IMPROVEMENT STRATEGY: Build student resilience to enable students to deal with life situations.
Strengthen student connection to school and peers.

WHO WILL LEAD	STRATEGIC ACTIONS	WHAT WE WILL DO	TIMEFRAME
Student Wellbeing Leader and SEL /SWPBS Team	To embed a whole school approach to Social and Emotional Learning	<ul style="list-style-type: none"> Continue KidsMatter Professional Learning completing Component 4 in PLMs including staff and parents where appropriate Continue to attend KidsMatter Cluster Meetings Implement the 'Better Buddies' program in Prep and Year 5/6 in Student Wellbeing Weeks (SWELL) and at least once a term through Team Planning led by the Prep and Senior Team Leaders Develop opportunities for relationships to develop between students from St Mary's Primary School and Southern Cross Care Focus on the explicit teaching of empathy 	Term 2 Ongoing Ongoing Term 1
SWPBS Coach and Team	To consolidate SWPBS	<ul style="list-style-type: none"> Complete SWPBS TFI Action Plan for Tier 1 (staff and students) 80% (24 out of 30) Complete SWPBS TFI walkthrough Continue to participate in the CEM SWPBS Professional Learning as SWPBS Team Lead Professional Learning with staff through PLMs including the School Community 	Term 1 Ongoing
Student Wellbeing Leader	To develop resilience in our students	<ul style="list-style-type: none"> Name the school Mascots in SWELL Weeks Link Beaut Behaviour Cards to the Celebration Day Rewards using whole school rewards JAR of coloured jewels Introduce the development and use of a Student Code of Conduct 	Term 1 Term 1
Student Wellbeing Leader	To develop resilience in our students	<ul style="list-style-type: none"> Use Berry Street Model as Professional Learning to upskill staff in developing Trauma Informed Practices Continue to provide counselling services to students identified as at risk Provide a Chaplaincy Program to support students with social skill development Train members of staff in Peaceful Kids Program and Mindfulness Complete the 2017 Resilience Survey through the Greater City of Dandenong Feedback Resilience Survey data to staff Teachers to use data when working with students and to use Resilience Survey data to plan classroom practice in Team Planning Provide opportunities to further staff professional learning in ASD & ADHD 	Ongoing Ongoing
Student Wellbeing Leader SEL/SWPBS Team and staff	Strengthen student connection to school and peers	<ul style="list-style-type: none"> Through SWELL week launch- Circle Time in all classrooms, whole school and classroom activities focusing on student safety, bullying and connection to school, SEL emotions wall; and continue throughout the year. Involve all students and families in Harmony Day family activities Introduce the Play Pod into our school for children to use during play times Develop opportunities for Student Leaders in the Student Wellbeing Sphere to connect and work together throughout the SMAG Cluster 	Term 1 Term 1 Ongoing
Healthy Together Coordinator	To become an accredited Healthy Together School	<ul style="list-style-type: none"> Continue to implement the 'Healthy Together Cycle' 	Ongoing

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SCHOOL COMMUNITY

GOAL: To build sustainable relationships and partnerships within the parent community, local community and beyond in order to enhance student learning.

INTENDED OUTCOMES:

That children's learning will be enhanced by way of a stronger partnership with parents and community organisations.

TARGET: School Improvement Survey: Community Engagement Index: be 90 at 2018

KEY IMPROVEMENT STRATEGY: Build authentic learning partnerships with the parent and local community.

Embed family engagement in learning as a key focus and joint responsibility in all areas of the school.

WHO WILL LEAD	STRATEGIC ACTIONS	WHAT WE WILL DO	TIMEFRAME
Family Engagement in Learning Leader	To implement the actions of the school-wide framework for Family and Community Engagement	<ul style="list-style-type: none"> Launch the policy with the whole school community Implement the actions of the policy 	Term 1
Family Engagement in Learning Leader	To develop a range of strategies and approaches to engage families in learning and building social connections	<ul style="list-style-type: none"> Create links with families through postcards at the start of the year and phone calls to every family, created at Team Planning Classroom teachers to make phone calls to every student's family in their class at the beginning of year Document an agreed process during PLMs and Team Planning for 3 Way Conversations EAL Background Form are completed for all Prep - 2 students, new students and students who are having a referral case developed Engage families in learning at home through take-home tubs and bags in P-2 Strengthen the use of <u>on-line</u> communication between school and home by promoting Class Dojos, SMS, email, Twitter and Website by skilling all staff to use these tools at Team Meetings Provide staff support to the Parents and Friends Association 	Term 1 Ongoing
Family Engagement in Learning Leader	To personalise the learning relationship between staff, student and parents	<ul style="list-style-type: none"> Upskill staff (classroom, LSOs, Intervention Teachers) to engage parents in their child's learning at the classroom level at PLMs and Team Meetings Build staff capacity through whole school Community Classrooms/FCCP learning at termly PLMs and Team Planning Meetings & days 	Ongoing
Family Engagement in Learning Leader	To seek authentic learning experiences for students within local and global communities	<ul style="list-style-type: none"> Continue to work and develop relationships with organisations to focus on social justice Consolidate our partnerships with the City of Greater Dandenong services and supports 	Ongoing