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Contact Details

Address: Buckley St Yarram
Principal: Mrs Jodie Ware
Parish Priest: Father Peter Kooloos
School Board Chair: Andrew Cook
Telephone: 03 5182 5659
Email: principal@stmyarram.catholic.edu.au
Website: www.stmyarram.catholic.edu.au

Minimum Standards Attestation

I, Jodie Ware, 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 (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.

23 May 2014
Our School Vision

At St. Mary’s, we are committed to:

- **Building a vibrant, faith-filled community**

- **Building a culture of confident learners through collaborative partnerships with parents, teachers and students**

- **Promoting an environment where everyone is welcomed and treated with respect**
St. Mary’s Catholic Primary School is located in the small rural town of Yarram in South Gippsland.

St. Mary’s school was established in 1918 by the Sisters of St Joseph of the Sacred Heart. The school was built on the site now occupied by the Presbytery. In 1954 the school was moved to its present site and additional rooms were built. Although plans for a new school were developed and the first stage completed by 1982, a fire in 1992 destroyed the original school buildings. The rebuilding project and renovations were completed in 1996 with the official opening on March 24th, 1996.

St. Mary’s Primary is a Catholic school which aspires to provide a happy, safe and confident teaching and learning environment in which the needs of students and staff are met with support and understanding. We ensure that our work reflects ideals such as mutual respect, trust and honesty. We care for others, particularly those in need. We aim to do this in a way that reflects the individual talents, gifts and experiences of each person. In this, we actively seek the support of parents and the wider community. We strive to work together in a collaborative manner.

We believe that St. Mary’s is a faith community where we strive to be a true example of contemporary Christian living. Gospel values are a basis for all that is done and Jesus is the focus of Prayer, Liturgies, and Religious Education and Sacramental programs. Information and Communication Technology is central to our teaching and learning. Our classrooms are modern and well resourced with Interactive Whiteboards and laptops in the senior and junior classrooms. We also have trained Literacy and Numeracy intervention teachers and teacher aides to assist children who require development in these areas. We offer Reading Recovery in Grade One, Rainbow reading (reading intervention) in Grades Two to Six and EMU (mathematics intervention) in Junior Primary.

At present St. Mary’s has an enrolment of 77 students and a staff of sixteen, consisting of the principal, classroom teachers, part-time staff, school support staff (classroom) and school support staff (administration). Specialist subjects offered at St. Mary’s include Physical Education and Art.

We are proud of our school and endeavour to share this pride with all who come into contact with us.
At St. Mary’s there is the gift of teaching, a learning environment for students, supportive parents, all of which makes for a wonderful school community. This year the St. Mary’s school community went through a transitional change. The staff adopted and refreshed their ideas about teaching and learning. The enthusiasm of the staff generated and engaged the students in their learning and a catch cry began WHAT HAVE WE LEARNED TODAY! It sounds so simple, yet so much work goes into the planning, gathering of resources and energising the children to develop as learners. This is our vision at St. Mary’s. For our students to learn, self direct, respect their faith and school community.

Our staff were guided down a different path and in change, some found it difficult. In all honesty St. Mary’s students have benefited. They have been challenged by the school community, by peers, students and parents and still they revitalise themselves and continue to aim for a quality Catholic Education for students at St. Mary’s.

The parents, grandparents, aunties, uncles and guardians of our school community have been supportive throughout 2013 assisting with the Social Club and Advisory Board commitments, the Tarra Festival Float, Hot Lunches, Hot Dog days, reading in classrooms, helping with Mass, sporting days, the Eisteddfod, Sacramental programs, book fairs, dress up days, camps and excursions to name a few, also supporting teachers and aides and their own children in their education and learning. It is a partnership built over time – teacher, student and parents that continues from Prep through to Grade 6.

Thank you to Sr. Margaret and Fr. Kooloos for their support of our school throughout the year. Thank you to Julie Papworth for her support in playing the piano- during class masses, assemblies and the Eisteddfod.

We look forward to and welcome our new Principal Mrs. Jodie Ware in 2014.
Education in Faith

Goals and Intended Outcomes

- There are strong ties with the Parish community
- The students make connections between faith and life
- There is a clear understanding of what Social Justice means

Achievements

Throughout 2013 the school gathered together regularly to celebrate liturgies and pray. Opportunities for prayer throughout the day were developed and connections made for the students about the importance of daily prayer.

Connections with the parish were strengthened on many levels, as the St Mary’s church was unavailable for a significant part of the year. Sunday masses and parish celebrations took place in our school hall, with the school taking an active role in ensuring that everything ran smoothly. Invitations for the parish to attend our masses were given and parishioners were also invited to attend our sacrament celebrations and sacrament after parties. Students from the senior grades also participated in community events such as the ANZAC day march and Remembrance day.

Our combined school choir continued to grow and support was offered by parishioners to prepare them for masses and sacramental celebrations. New altar servers were trained and began to serve at our school Masses.

A mini-vinnies group was formed with the focus of developing ways as a school we could help others. Initiatives such as crazy sock day and visits to the local age care facilities occurred throughout the year.

VALUE ADDED

To support the development of the mini-vinnies group guest speakers from St Vincent de Paul society visited the school to talk about what the society stands for and what they do.

Students from grades 2 to 6 attended the Peace Mass at Sale Catholic College followed by time spent together as a school to share lunch and each other’s company.
Learning and Teaching

Goals and Intended Outcomes

- The students and staff are engaged in learning.
- There will be an energy and enthusiasm for learning.
- Quality learning and progress is apparent.

Achievements

Students were able to share their learning in a variety of settings which included the classroom and whole school assemblies. Teaching and learning was also shared through regular items in the school newsletter and through the skoolbag app. For example the grade 5/6 children shared an ongoing story through the newsletter each week.

Staff worked together to develop a whole school literacy continuum which assisted teaching and learning progress from P – 6 based on the Australian curriculum. A whole school timetable was developed after consultation with the school community to ensure that quality teaching and learning met the needs of the school.

School reports for first and second semester were also reviewed to provide a point of difference from other school in the community. This provided a comprehensive progressive report of each student’s learning and achievement.

STUDENT LEARNING OUTCOMES

Our 2013 results indicated that 100% of students in Years 3 and 5 were at the expected level in reading, writing, spelling, grammar and punctuation and numeracy. To continue the progress made over the past three years the school is focusing on reading in Year 3 and Mathematics in Year 5 to further develop our students.

The results demonstrate that over the past two year’s, literacy and numeracy levels in Years 5 have improved.
School Community and Student Wellbeing

Goals and Intended Outcomes

- The students take ownership for their learning
- There are effective partnerships between parents and the school
- The students will take more responsibility for their behaviour
- The students will become self-directed learners
- Communication will be effective and timely

Achievements

Art Therapy continued to be offered in 2013 focusing on building the confidence and coping strategies of grade 6 students as they moved towards the challenges of secondary school. Individual sessions were also available for students who needed extra support dealing with specific situations.

The St. Mary’s School Advisory Board identified parts of the school playground that needed attention and as a result ordered and installed fitness stations around the playground. As a group we also said farewell to the chairperson Andrew Cook during the year. We thank Andrew for his contributions over the past few years.

The social committee ran events throughout the year aimed at building the community feel at St Mary’s. Families supported BBQ’s, discos, raffles and a trivia night.
STUDENT ATTENDANCE

At St Mary’s we consider non-attendance to have a serious impact on students learning. Families were informed about the slogan “It’s not ok to be away” and teachers discussed this within their classrooms. The roll was taken in hard copy and electronic form twice a day and parents were informed of the amount of absent days in their child’s report. Teachers made appointments with parents to discuss high levels of absenteeism where necessary. Teachers also recorded if no explanation for an absence was given by a parent.

VALUE ADDED

St Mary’s students participated in the Yarram eisteddfod in a range of events.

Students also participated in the local photography exhibition showcasing their skills with the camera.

Students participated in the Tarra Festival assisting with the construction of the float and organising their own costumes.

The school came together to put on a “St Mary’s has talent” show and performed different acts to the audience with three teachers as the judges.

St Mary’s hosted a Christmas concert with each grade performing a song or short play. The staff also put on an item.
STUDENT SATISFACTION

Student data from the InsightSRC data indicated that students feel understood and that the learning is interesting and enjoyable. Students showed they have relatively positive relationships with their peers and feel confident about their ability to learn. Students also indicated they feel safe at school.

PARENT SATISFACTION

Parent data from the InsightSRC data indicated that parents felt student behaviour at the school is managed effectively and that parents see their children enjoying the learning they are doing at school and developing valuable social skills.
Leadership and Stewardship

Goals and Intended Outcomes

- Learning is occurring for all.
- Leadership that fosters, develops and rewards
- Leadership is team oriented
- Technology meets the needs of the school community
- School maintenance is timely and maintained
- The school playground equipment is maintained

Achievements

Great achievements were celebrated throughout 2013. Personal milestones including one staff member achieving their Masters of Education (Student Welfare), continued Religious Education accreditation process and having two staff members start the Extending MU 3-6 training. Other examples of Professional learning at St Mary’s included attendance at the student wellbeing conference, pastoral care seminars, Literacy PD including training in using the Fountas and Pinnell reading program, first aid training and CPR updates and the spirituality session with Jim Quillinan,

In 2013 it was decided to have the whole staff involved in the leadership team, working together as one in decision making and leading our school. To gain a greater insight into technology and how to use it to enhance our teaching practice our school staff visited St Joseph and St Catherine’s primary schools to see how this equipment was being used in classrooms. St Mary’s also hosted staff from St Lawrence’s Leongatha on how to use English on line as an assessment tool.

New fitness circuit equipment for the playground was purchased and installed during 2013. A set of Ipads were distributed amongst staff members and shared amongst classrooms.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

- Learning walks
- Accreditation to teach RE
- Pastoral care
- EMU numeracy
- Student Leadership conference
- First aid
- CPR update
- Fountas and Pinnell reading program
- Spirituality
- IT learning school visit
- Masters of Student Wellbeing

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$1,600</td>
</tr>
</tbody>
</table>

TEACHER SATISFACTION

Data from the InsightSRC survey indicated that staff were personally enthusiastic and passionate about their work. They are happy working in their classrooms and believe that parent partnerships are strong within the school. Staff results indicate that professional development through self-directed learning activities and attendance at professional learning sessions has been effective.
## Financial Performance

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>$10,873</td>
</tr>
<tr>
<td>Other fee income</td>
<td>$25,796</td>
</tr>
<tr>
<td>Private income</td>
<td>$21,672</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>$213,561</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>$883,454</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>$1,155,356</td>
</tr>
<tr>
<td><strong>Recurrent expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>$798,044</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>$138,957</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>$937,001</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>$0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$32,202</td>
</tr>
<tr>
<td>Other capital income</td>
<td>$7,655</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>$39,857</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$21,401</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>$78,000</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>$66,000</td>
</tr>
</tbody>
</table>

*Note that the information provided above does not include the following items:*

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

In 2014 celebrations of student learning will be held through learning expo nights and open days. We are also introducing the Rainbow Reading Program. It is being aimed at the grade 2/3/4 area and will support our comprehension focus from the past few years.

Our focus in faith is aimed at developing St Mary’s as a socially just school, where the school community is active in social justice initiatives. The story of Mary MacKillop is to be used as an example for students to make connections between the gospel and their lives.

Through wellbeing the aim is to develop St Mary’s as a resilient community of learners, which includes children, parents and teachers, with a shared language about family partnerships. This will be evident and supported by class activities, newsletters and parent workshops.

In 2014 we welcome Mrs. Jodie Ware as the new Principal to our school. There is a new leadership team in place with an increased focus on developing Professional Learning Teams. Student leadership will also be developed through formal and informal opportunities.
All students in Years 3 and 5 were at the expected level in reading, writing, spelling, grammar and punctuation and numeracy. The school is focusing on reading in Year 3 and Mathematics in Year 5 to continue this improvement.

The results demonstrate that over the past two year literacy and numeracy levels in Years 5 have improved.
## AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>86.00</td>
</tr>
<tr>
<td>Year 2</td>
<td>84.23</td>
</tr>
<tr>
<td>Year 3</td>
<td>91.76</td>
</tr>
<tr>
<td>Year 4</td>
<td>88.00</td>
</tr>
<tr>
<td>Year 5</td>
<td>90.00</td>
</tr>
<tr>
<td>Year 6</td>
<td>88.86</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>88.14</td>
</tr>
</tbody>
</table>

### In Summary-Student Attendance Policy

To maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences.

### Implementation

- Education is a sequential process. Absences often mean students miss important stages in the development of their learning, causing them to find ‘catching up’ difficult.
- Absenteeism contributes significantly to student failure at school.
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Parents have a responsibility to ensure that their children attend school regularly, and punctually and are only absent if ill or absolutely necessary.
- All student absences are recorded in both the morning and the afternoon by teachers.
- System, Government authorities and enrolment auditors may seek student attendance records.
- The principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.
- The principal will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences.
- Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. Unresolved attendance issues may be reported by the principal to the Department of Human Services.
- Student attendance and absence figures will appear on student half year and end of year reports.
- Aggregated student attendance data is reported to System and Government authorities as required. In addition it is reported to the wider community each year as part of the annual report.
### Teaching Staff Attendance Rate

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
<td>84.39%</td>
</tr>
</tbody>
</table>

### Staff Retention Rate

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Retention Rate</td>
<td>76.92%</td>
</tr>
</tbody>
</table>

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>0.00%</td>
</tr>
<tr>
<td>Graduate</td>
<td>50.00%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>12.50%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>25.00%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>12.50%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>9</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>5.700</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>6</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>2.961</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>