ANNUAL REPORT
TO THE SCHOOL COMMUNITY

ST. MARY MACKILLOP P.S.
KEILOR DOWNS

2015

REGISTERED SCHOOL NUMBER: 1377

Contents

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Minimum Standards Attestation

I, Anthony McCluskey attest that St. Mary MacKillop Keilor Downs 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 2016

Our School Vision

**Inspired by the Gospels
and in the spirit of St. Mary MacKillop,
we never see a need
without taking action.**

**We live and celebrate
our Catholic faith.**

**In and through
positive relationships,
we learn to be,
to know, to do,
to live together
and to change.**

**We are a community
of lifelong learners.**

School Overview

St Mary MacKillop Primary School (SMMPS) was established in 1983. In 1984 it moved to its present site in Keilor Downs, then a new and rapidly expanding suburb in the outer north west of Melbourne.

2015 saw an enrolment of 635 students of whom 50% come from a language background other than English. The cultural and ethnic diversity of SMMPS is greatly valued and is drawn from over fifty different nationalities. Over the last four years the Index of Community Socio-Economic Advantage (ICESA) has ranged between 1018 and 1036.

2015 class groupings comprised 26 grades with three or four streams at each year level. There were 41 teaching members of staff and 8 support staff. Specialist staff included; Physical Education, PMP, ICT, Performing Arts and LOTE (Italian). The school provides targeted teaching in Maths and English and also offers Reading Recovery. Learning programs are supported by a structure that involves a R.E. Leader, Wellbeing Leader, Literacy Leaders, Maths Leader, Inquiry Leader, Learning and Teaching Leader and a Deputy Principal.

The school has excellent facilities that are continually being modernised and upgraded. The grounds continue to be developed and enhanced with tree planting and a variety of surfaces to meet a range of student sporting and recreational needs.

The school's proximity to the parish church, with its rich collection of religious icons and art work, adds to the school's clear and strong Catholic identity. SMMPS prides itself on providing a safe, secure and stimulating environment that directly contributes to student wellbeing and learning.

Principal's Report

Welcome to our Annual Report for 2015. St. Mary MacKillop P.S is one of two schools serving the local Catholic parish of St. Mary of the Assumption. As a Catholic school we are placed at the 'heart of the Church'.

We recognise Christ as the centre of our life; calling us to be life-giving by the way we live the Gospel in our time. We strive to empower our community to be people of hope for our world. As a Catholic school, Saint Mary MacKillop Primary School provides an environment imbued with Christian values, where Religious Education programs lead children to be knowledgeable about the Catholic faith, where academic achievement is promoted and participation in the arts, sports and the community are strongly encouraged.

Our patron, Saint Mary MacKillop was an ordinary Australian woman, living an extraordinary life. Her determination to 'see a need and do something about it' is the challenge to which we aspire in our school. And in the spirit of our patron we look to 'see the hand of God in all that happens.' A foundational principle which guides all that happens at Saint Mary MacKillop Primary School is the promotion of the wellbeing of our young people and of all members of our school community. This development of social capital motivates us as we engage with each other on all levels. We genuinely recognise and celebrate the uniqueness of each individual. We are a school setting the highest standards, always striving towards being a community of learning excellence and of personal and communal wellbeing.

Our Positive School Wide Behaviour Support Framework encourages all children and teachers to be Respectful, Responsible, Resourceful and Safe. Our school is an environment in which all children can flourish.

Education in Faith

Goals & Intended Outcomes
To strengthen the Catholic identity of the school in the spirit of Mary MacKillop as a living faith community within a contemporary context.

- That student knowledge and understanding of Catholic faith and spirituality in their lives and living will improve.

Key Achievements
- Appointment of an REL undertaking CEM led Professional Learning.
- Scheduled time allocation for REL to work with teachers in Collaborative Planning and End of Term Planning
- Whole school reflection day on the theology of St. Mary MacKillop
- Attendance of the Colloquium on St Mary MacKillop (4 staff)
- 7 staff completed accreditation to teach Religious Accreditation
- Successful Sacramental programs for Reconciliation, Eucharist and Confirmation

VALUE ADDED

2015 saw the continuation of our robust Religious Education program. The regular celebrations of prayer and liturgy continue to be a dedicated focus. Students, staff and the wider community were provided with numerous opportunities to celebrate Mass together with highlights being Ash Wednesday Mass, The Feast of St Mary of the Cross MacKillop, The Feast of the Assumption and The End of Year Thanksgiving Mass.

Students are also provided with opportunities to share in the Eucharist through weekday Mass celebrations. Every class is rostered to celebrate in Mass at least twice a term.

Through regular celebrations of prayer and liturgy, our sacramental program, and our Religious Education curriculum, we aim to strengthen the children's appreciation of their faith within a contemporary context.

The Principal's article in the weekly e-NEWS is generally of a faith based nature, strongly reflecting our Catholic identity. It provides an opportunity to share our faith with the wider school community. Our e-NEWS also promotes the life of the parish. Parents attend the school assemblies and school masses.

School assemblies have an explicit faith focus, led by the Principal as a Catholic leader, with responsibility given to classes to lead prayer. It provides an opportunity for our whole community to pray, reflect and particularly make connections to our patron saint, St. Mary MacKillop.

There are many signs and symbols displayed in all areas of the school that reinforce our Catholic faith story and traditions.

Family Sacramental Nights for Reconciliation, First Eucharist and Confirmation are well received and add value to our Religious Education program as we work in partnership with families.

Learning & Teaching

Goals & Intended Outcomes

To inspire students to be fully engaged and successful learners:

- That student outcomes in Reading and Writing will improve
- That student outcomes in Numeracy will improve.

Achievements

- Implementing Google Apps for Education (GAFE) with staff and students
- Literature and Mathematics resources purchased and distributed across the school
- Numerous staff attended to Professional Learning in English and Mathematics
- Appointment of an additional English leader 4-6
- Refined the Targeted Teaching process in English and Mathematics - targeted high achieving students for extension in Maths and English
- New Homework Policy developed with feedback from the community
- Leading contribution to Discovery Learning Clusters
- SMMPS Discovery Learning Program showcased at the International Conference On Thinking (Spain)
- Rich curriculum experiences in PE, sport PMP, The Arts (visual, music), LOTE
- Camp program
- Quality of Canberra/Sydney experience in Year 6 (democracy and heritage)

STUDENT LEARNING OUTCOMES

During 2015 we saw a varied trend in our NAPLAN results.

Outcomes in Reading for the grade 3s returned to the previous trend after a marked improvement in the 2014 cohort's results. We remain committed to our Explicit Targeted Teaching practices in Reading in order to best meet the specific needs of our students. 2015 outcomes in Year 3 Writing returned to be almost on par with the state's mean achievement levels, after an above state mean performance in 2014. Outcomes in Numeracy for the 2015 Year 3's declined slightly from the 2014 cohort's results. Mathematics is an area of the curriculum we are committed to improving student performance in and to this end we look to further developing our Targeted Teaching program in Mathematics, utilizing key data collections to drive learning and teaching programs.

We continue to be committed to improving student performance in all areas of the curriculum with continued investment in Curriculum Leaders in English (2), Mathematics, Religious Education, Wellbeing and Inquiry Learning.

SMMPS's Inquiry and Discovery Learning curriculum continue to deliver innovative and targeted learning experiences to our students, harnessing student interest, engagement and voice in order to drive powerful learning outcomes.

We are committed to equipping our students with the skills, knowledge and values necessary to succeed in the modern world.

Student Wellbeing

Goals & Intended Outcomes

To develop students who are active, confident, reflective learners who have the capacity and disposition to understand self, others and the world.

- That student outcomes in Interpersonal Development and Personal Learning will improve.

Achievements

- Development of classroom matrices for SWPBS
- The common SMMPS language of SWPBS is known and used across the school
- Opportunities for dialogue on SWPBS practice are provided
- Regular SWPBS team meetings
- PL on SWPBS for whole staff has been provided
- SWPBS team has attended all CEM support
- Principal support and attendance noted
- External presenter Sarah Morgante provided key PL on SWPBS (this served to develop enthusiasm across the staff)
- Connections between interpersonal and SWPBS made with staff
- Seasons for growth program reinstated

ATTENDANCE

- Parents are expected to provide reasons for non-attendance at school and for late arrivals and early departures. Children must be signed in and out b/w 9.10am and 3.15pm.
- Where attendance becomes an issue; a meeting is convened with parents and school leadership.
- An Everyday Counts expectation is in place and an Extended Leave Policy is also available on our website.

VALUE ADDED

Staff have been supported in SMMPS whole commitment to Student Wellbeing through explicit planning and trashing for social emotional learning. We consider this support is making a proactive difference in our school community. Programs such as Cyber-Citizenship and Drug Education have been included in our national Safe Schools Framework. Our Year 5 and Prep students have participated in a Buddy Program designed to promote positive relationships and leadership through peer tutoring. The Year 6 students have continued to participate in a Student Leadership program led by the School Principal. This program enhances student relationships and connectedness between students and staff.

The School Wide Positive Behaviour Support initiative seeks to enhance the development of a positive, effective and consistent approach to student behaviour and school climate is in its second year of implementation. The SWPBS team have continued to attend training days and have conducted professional learning for staff in skills and strategies.

STUDENT SATISFACTION

Students Insight SRC Results in comparison to other schools. The higher the percentage; the higher the ranking.

- Connectedness to school- 82%
- Student Motivation- 89%
- Learning Confidence- 77%

These results suggest that the students are keen to come to school and are motivated towards learning.

Leadership & Management

Goals & Intended Outcomes

To build a professional culture that is characterised by shared vision, feedback and high levels of teamwork with a commitment to continuous improvement in staff and student learning.

- That staff collaborate effectively to improve learning.
- That staff learning and engagement will improve.

Achievements

- Investigated Performance Development Culture for the school and attended relevant Professional Learning
- Curriculum Team share a collaborative space
- Regular Curriculum Team meetings
- Increase in Teacher and Integration Aide personnel in response to student need
- Provision of targeted professional learning for staff
- Graduate mentor and additional graduate support provided

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

ICOT - International Conference on Thinking

CEOM - A Positive Approach to Supporting Student Behaviour

CEOM - ABLES and SWD (previously LNSLN) Briefings 2015 North-West

CEOM - AusVELS in Catholic Schools Briefing (Primary; North & West)

CEOM - Briefing on Revised Reporting Guidelines for Primary Schools

CEOM - Coaching Skills for Leaders - Program A

CEOM - Coaching Skills for Leaders - Program B

CEOM - F-6 Literacy Leadership Cluster - Northern

CEOM - ICON IMPLEMENTATION SCHOOLS WORKSHOP N & W Regions

CEOM - Inclusion Online: Understanding and Managing Behaviour (MB)

CEOM - Inclusion Online: Understanding Significant Reading Difficulties

CEOM - Inducting the REL into Faith leadership

CEOM - Leaders as Coaches: Year 1

CEOM - Leading the Learning - Northern Region Day 1

CEOM - Learning and Teaching Leaders Network

CEOM - Mathematics: Expert Teaching 5-8 A

CEOM - Mathematics: Expert Teaching F-4 A

CEOM - Multilingual Languages Learning Communities (MLLC)

CEOM - New R.E Leaders

CEOM - NEW Religious Education Leader Network - Northern Region

CEOM - Northern Region ICT Network Term 1

CEOM - Northern Region ICT Network Term 2

CEOM - Northern Region ICT Network Term 3

CEOM - Northern Region ICT Network Term 4

CEOM - Northern Region: Religious Education Leaders' Network

CEOM - OHS for School Leaders

CEOM - Performance and Development Workshop Series

CEOM - PERI - Phonological Early Reading Instruction

CEOM - Phonological Early Reading Instruction

CEOM - Planning Eucharistic Liturgies and Using Liturgy Resource

CEOM - Primary Mathematics: Leadership Cluster C

CEOM - Privacy Training for Primary Principals

CEOM - Quality Primary Languages Program – a practical approach

CEOM - RE Twilight - Northern Region

CEOM - Reading Recovery Ongoing PL: Initial Day & Seminar

CEOM - Reading Recovery: Ongoing Group 10

CEOM - Reading Recovery: Ongoing Monitoring

CEOM - REL Twilight Meeting - Northern Region

CEOM - Religious Education Conference

CEOM - Religious Education Leaders Network - Northern Region

CEOM - Religious Education Leaders Network - Northern Region

CEOM - School Improvement Literacy- Literacy Leaders cohort

CEOM - School Wide Positive Behaviour Support - Network Day 1

CEOM - School Wide Positive Behaviour Support - Network Day 2

CEOM - School Wide Positive Behaviour Support - Tier 2 Training

CEOM - School Wide Positive Behaviour Support - Universal Refresher

CEOM - Student Wellbeing Leaders Seminar 1

CEOM - Student Wellbeing: Connect, Grow, Learn, Flourish (South & East)

CEOM - The Year of Luke

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	45
AVERAGE EXPENDITURE PER TEACHER FOR PL	$2136.67

TEACHER SATISFACTION

The open and collaborative approach in the sphere of Leadership and Management is assisting all members of the school community to feel connected and included.

Individual Morale and school morale of staff mirror the Primary Mean. As does staff perception of student behaviour.

School Community

Goals & Intended Outcomes
To develop an inclusive, engaging and mutually respectful environment where productive partnerships flourish.
- That student learning will improve through authentic engagement with families, community groups and other educational settings.

Achievements
- Active Parent's Association
- ICT kiosk open for booking in parent/teacher interview bookings
- Good attendance by parents to year level Inquiry showcases
- Ongoing use of the Parent Portal for communication
- Increasing options to access through E News
- Consulting parents regarding homework (Google form)
- RMIT Partnership

PARENT SATISFACTION

Community engagement, parental partnerships and approachability are not far from the primary mean for Catholic schools across Victoria, suggesting that we are working towards building productive partnerships.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH $
Recurrent income	Tuition
School fees	393,080
Other fee income	379,203
Private income	105,370
State government recurrent grants	1,182,380
Australian government recurrent grants	3,972,272
Total recurrent income	**6,032,305**
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	4,333,363
Non salary expenses	922,762
Total recurrent expenditure	**5,256,125**
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	293,033
Other capital income	
Total capital income	**293,033**
Total capital expenditure	**112,091**
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	**1,136,012**
Total closing balance	**1,011,140**

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

VRQA COMPLIANCE DATA

E1333
St Mary MacKillop Primary School, Keilor Downs

PROPORTION OF STUDENTS MEETING THE MININUM STANDARDS					
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 03 Reading	100.0	100.0	0.0	97.8	-2.2
YR 03 Writing	100.0	100.0	0.0	98.9	-1.1
YR 03 Spelling	100.0	97.8	-2.2	96.6	-1.2
YR 03 Grammar & Punctuation	100.0	95.6	-4.4	98.9	3.3
YR 03 Numeracy	100.0	95.5	-4.5	96.7	1.2
YR 05 Reading	100.0	98.9	-1.1	100.0	1.1
YR 05 Writing	96.3	98.9	2.6	97.6	-1.3
YR 05 Spelling	92.5	96.8	4.3	96.3	-0.5
YR 05 Grammar & Punctuation	96.3	100.0	3.7	90.2	-9.8
YR 05 Numeracy	90.0	95.7	5.7	96.4	0.7
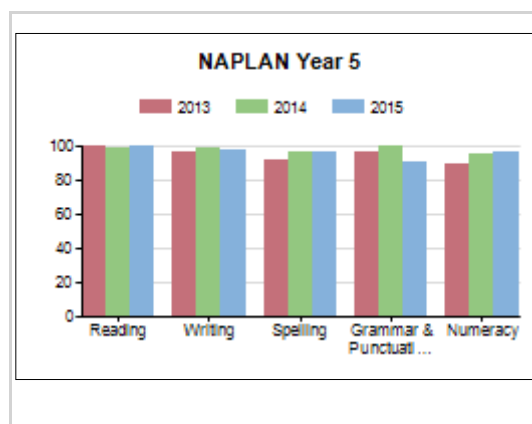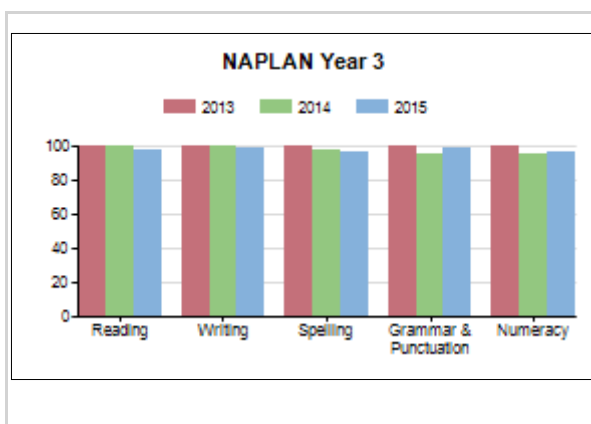
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.15
Y02	93.22
Y03	94.49
Y04	93.28
Y05	93.44
Y06	94.48
Overall average attendance	93.34

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.84%

STAFF RETENTION RATE	
Staff Retention Rate	89.74%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	24.32%
Graduate	16.22%
Certificate Graduate	2.70%
Degree Bachelor	89.19%
Diploma Advanced	18.92%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	48
FTE Teaching Staff	41.200
Non-Teaching Staff (Head Count)	16
FTE Non-Teaching Staff	12.964
Indigenous Teaching Staff	0