



# St Mary's Lancefield and Romsey

ANNUAL  
REPORT  
TO THE SCHOOL  
COMMUNITY

St Mary's Primary School  
Lancefield

2018



REGISTERED SCHOOL NUMBER: 1026

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## Contact Details

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<b>E NUMBER</b>	1026

## Minimum Standards Attestation

I, Julie McDougall, attest that St Mary's is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

1<sup>st</sup> May 2019

## Our School Vision

*As a Catholic Community, we are committed to creating an engaging environment that encourages growth, relationships and the wellbeing of all.*

*As an active learning community, we empower all to be lifelong learners working towards the Common Good.*



## School Overview

St Marys' School Lancefield was established in approximately 1885. The Sisters of St Joseph's led the school until the first lay principal was appointed in 2005. The school now serves the parish of Lancefield and Romsey. Lancefield is located 75 kilometres from Melbourne and is in the Macedon Ranges Shire Council. The town of Romsey is 8.8 kilometres from Lancefield.

The school has been on the current site since 1929. The school property consists of two allotments of land separated by a roadway. The roadway is gated off from traffic during school hours. The school buildings and junior play area are on one allotment while the other allotment is the senior play area. The school has excellent facilities with bright, spacious classrooms and corridors that promote flexible learning spaces and the integration of ICT. There is a library, multi-purpose room, staff offices and well maintained playground facilities. The senior yard will benefit from the implementation of playground equipment that is in the process of being installed. The school has identified that a master plan will need to be developed to cater for future development.

There are 23 staff employed in the school. This includes 8 full time and 10 part-time teaching staff and 5 ancillary staff. There is a high level number of teachers with Accreditation to Teach in Religious Education in a Catholic School with 70.6% overall. All year level teachers have this accreditation. Staff retention in 2018 was 86.7%.

Over the review period the school has become more visible in the community through engaging in community events and inviting the community in to celebrate student learning. Parents are actively involved in the school. Each classroom has two parent representatives to assist with parent communication. There is an active and supportive School Education Board and Parent and Friends. The school has strong links with the parish and works in partnership with the sacramental program.

The school community of St Mary's Parish Primary School is a place of contemporary learning where all are challenged to be innovative and creative to engage with an ever changing society. Using a variety of learning strategies engages the learner and ensures an experience of success. We encourage children to become resilient, to meet new challenges and make informed choices.

As a Catholic Learning Community, educational programs have been developed to promote individual child's physical, emotional, spiritual, academic and intellectual development to enhance respect, cooperation and being positive. This will lead to the development of self-esteem, an important attribute to possess.

The Gospel values of respect, justice and acceptance are the essence of Catholic identity and are an integral part of our School Wide Positive Behaviour program which has been supported by the implementation of the You Can Do It program.

Our Vision communicates the learning partnership between the child, family, school community and Parish. In 2018 St Mary's had eight classes. The structure is as follows: two prep, two 1/2s, two 3/4s and two 5/6s classes. The school incorporates an administration area, a Library, an Art Room. The School Hall is on the same property, which houses the canteen. The school offers specialist lessons in Performing Arts, Physical Education, Visual Arts and LOTE (Japanese).

## Principal's Report

Dear Parents of St Mary's Primary School,

On behalf of Father Martin Fleming and the staff of St Mary's Catholic Primary School, I am pleased to present to you the Annual School Report to the Community for 2018.

This year saw my first full year as principal of St Mary's, I was lucky enough to have commenced my contract in May of 2017. We began the New Year with three new staff members, Justine Sapiano, Kerrith McGrath and Corine Camilleri. We also added an extra class taking our total classes from 7 to 8. This was due to the intake at prep which was 29 students.

2018 saw many successes within our school community. There was a major focus on behalf of staff in the area of wellbeing and learning diversity. As a staff we revised and reinvented our school wide positive behaviour support program. Introducing our three R's, resilience, responsibility and respect. We also worked very closely with Catholic Education Melbourne to embed an understanding of NCCD (Nationally Consistent Collection of Data). This will continue to be an area of focus for 2019.

Along with the school board we also spent time discussing how to market our school within the community more effectively. This has led to the review of the current school uniform, redevelopment of the school website and refurbishment of the main section of the school, administration office, principal office and staffroom. The school also created a new position of leadership in the area of community (Community Liaison Leader) to enhance our presence within the communities of Lancefield and Romsey.

Our school board also focussed heavily on achieving a school crossing. This hard work has paid off and the crossing will be installed ready for the commencement of the new school year in 2019.

Finally a collective of year six students created a group called the SSEA team. They have spent the year raising funds to create a remembrance garden to leave as a legacy to their parents who have passed away. In this process the SSEA group was awarded a Local Leader. We anticipate the blessing and opening of the garden in early December.

As we near the end of 2018 we say thank you to Corine Camilleri and Katie Clark for their support and dedication towards St Mary's as they continue their professional career in other settings. We also welcome Kate Johnson and Lauren King as new teachers in 2019.



## Education in Faith

### Goals & Intended Outcomes

**To strengthen the Catholic Identity and Culture of the school community and further develop our parish links.**

That staff, students and parents engage more fully with the Catholic culture of the school.

That Catholic social justice teaching and action is evident across the life of the school.

That student engagement in religious Education is enhanced.

### Achievements

Achievements have been successful in the Education in Faith Sphere, with the sphere being led by the Religious Education Leader. The goals and intended outcomes were monitored by the Leadership Team, progress and areas needing to be further addressed were discussed at Leadership Team Meetings.

Throughout 2018 we continued to have weekly liturgies at the Church. Two classes prepared and ran liturgies. Families were invited to these and then back to the classroom for a RE activity linked to the liturgy focus. For the second half of the year we made the First Friday of the Month a time when we gathered as a whole school to meet and pray together, Father Martin celebrated these Masses.

The Sacramental Program was, once again, successfully completed for 2018. Fr Elio Capra came and ran a workshop evenings around Eucharist. Frank Servello, Damascus Music, facilitated the sessions for Reconciliation. Bishop Terry Curtin facilitated an evening with the Yr 6 Confirmation candidates and their parents - this provided all with a sense of belonging and greater insight into the Sacrament. To help engage and enhance faith development in school families, there have been regular articles related to Religious Education in the school Newsletters.

During the season of Lent students engaged with Caritas to promote social justice. They worked to raise money for CatholicCare during Family Week. The school has continued to take part in Parish Social Justice Initiatives. In 2018 the 'Mini-Vinnie's' Team continued with Years 3-6 students being involved. The Mini-Vinnies team organised and ran a 'Splash of Gold' Day during Term One to link in with Project Compassion. The Year 6 students were involved in Leadership Day ran by Bahay Tuluyan around how we can be 'Just' Leaders in the world today. This day included students from surrounding Primary Schools (Our Lady of Mount Carmel Sunbury, St Ambrose Woodend and Our Lady of the Rosary Kyneton) and provided all involved an opportunity to engage with new thinking and develop new relationships with peers.

Throughout 2018 the focus throughout the year was breaking open the new RE Framework - looking at the Pedagogy of Encounter as well as the new assessment standards. This work will continue throughout 2019 in light of new reporting standards in Religious Education with a major focus on assessment and reporting.

## VALUE ADDED

- **Sacramental Program**

Reconciliation – March

Eucharist – May

Confirmation - August

All sacraments included Parent/Child Workshops, Commitment Masses and celebration of the Sacrament.

- **Masses**

Whole school Masses for Major Feast Days

Whole School Masses for First Friday of the Month (Terms 3 & 4)

Weekly class Liturgies

- **Mini Vinnies & Social Justice Initiatives**

Mini Vinnies - Yr 3-6 students

Organised and ran 'Splash of Gold' fundraising day for Project Compassion

Support Catholic Aide agencies – CatholicCare, Caritas

- **Curriculum Development**

Exploring the Renewed RE Curriculum with a focus on Pedagogy of Encounter

Exploring the new RE assessment standards and learning descriptors



## Learning & Teaching

### Goals & Intended Outcomes

**To build a learning environment that fosters an engaging, collaborative culture for maximising growth for all students.**

That students' learning outcomes in literacy and maths will improve showing relative growth for all.

That all students are engaged, motivated and challenged in their learning to allow maximum growth.

### Achievements

Throughout 2018 we were part of a collective around Visible Learning and Thinking with two other schools in our area. The staff were given opportunities throughout the year to meet as a group with the other school and engage in Professional Learning facilitated by Helen Butler. These sessions were then followed up with staff meetings and discussions back at school. Staff took the opportunity to learn more about Collective Teacher Efficacy and Learning Dispositions. All classrooms consolidated the use of Learning Intentions across all areas of the curriculum. These were included in planners and were made visible for the students.

This year the meeting structure changed from PLTs to PLCs - Professional Learning Communities. The focus for PLC's was to immerse staff in Data with a focus on 'Finding Out' and being given the chance to analyse data and use it to drive teaching. During PLCs sessions we reviewed ongoing data such as BAS (Fountas and Pinnell), PAT and moderated assessment tasks across all curriculum areas. Teachers met in teams (P-2 and 3-6) to look at and analyse data, identifying students requiring additional support either by enabling or extending. There was also a focus on students' growth. In 2018 the PLCs were a weekly basis with leaders available to support data collection, analysis and to lead discussion. This was done on a rotational basis covering the following areas: RE, English, Maths, Inquiry and Wellbeing.

In the area of Literacy during 2018 we had a focus on upgrading our resourcing. The 3-6 Literacy programme purchased a large range of Fountas and Pinnell Leveled Literacy Intervention (LLI) guided reading kits. Three were purchased (Red, Blue and Gold) in total expanding the school resourcing by 100's of books. The previous guided reading texts were divided up and placed in the classroom libraries or in the take home reading boxes to enhance the quality of texts being taking home to read. Professional Practice, staff meetings and PLC sessions focussed on building teacher capacity in this area and demonstrating how the Benchmark Assessment System (BAS) testing connects to the LLI programme. Prep was introduced to the Read Write Inc (RWI) programme, moving the school toward a synthetic phonics approach to teaching reading using decodable texts. The programme had Prep teachers and the Reading Leader attend PL on how to successfully implement RWI within the school and resources to run the programme were purchased. This also added hundreds of books to our literacy resources and take home decodable texts were also purchased. Prep students were assessed and teachers began to fill in the gaps students were experiencing, ready for the school to begin the programme officially in Term 1, 2019. In 2019 the programme will run from P-2.

In 2018, a new Literacy Leader was employed (0.1.) They provided Professional Practice sessions to staff on a regular basis so that the schools Literacy programmes had a whole school approach ensuring all levels receive the same messages and were consistent across the school.

After trialling Math Pathways in 2017 and 2018, it was agreed to cease Math Pathways at the end of the year. The decision was made in conjunction with the Principal, the Numeracy Leader and the Year 5/6 teachers based on feedback from the teachers and looking at student growth. MathsOnline was used to support student learning in Years 3 and 4. Modelled and Shared teaching opportunities were given to 3/4 teachers to cater for extension students with open ended learning tasks. Students in F-2 who were identified as being at risk were assessed using the Maths Assessment Interview to identify specific learning needs. During PLCs teachers planned, analysed and evaluated Rich Learning Tasks.

Inquiry and Discovery learning were a focus during 2018. Deb Vietri and Vanessa Willis were employed to work with staff to plan Inquiry and Discovery learning planning. Staff teams met with Deb (P-2) and Vanessa (3-6) twice a term to plan out their Inquiry and Discovery units. In this time the Learning and Teaching Leader sat in on the planning sessions and worked with Deb and Vanessa around planning for Inquiry. A 2019 Inquiry Yearly Overview was worked on with Deb and Vanessa's support at the end of the year - in this time we audited the curriculum and developed through lines to work with in 2019. This year saw the introduction of a new Discovery Leader to oversee the planning of stations and to enhance the connections between Literacy and Discovery. The Discovery Leader completed online modules to upskill on playful literacy and attended a number of Discovery Clusters and Professional Learning (PL) over the year. The Discovery Leader began attending all P-2 planning and worked with Deb Vitri and Vanessa Willis to ensure that Discovery was catering for all students needs and covering many areas of the curriculum.

In 2018 we introduced the Protolab. In our new Protolab we believe that learning is about autonomy, mastery and purpose. The Protolab is giving us a chance to explore this through design thinking, failing fast (F.A.I.L - first attempt in learning), prototyping and creating solutions. The core principle underpinning the protolab revolves around taking action that matters and solving real world problems. In other words applying knowledge in an attempt to learn more deeply. Students came up the the challenge to answer the following question "How might we design opportunities for our community to deepen connections in order to reach our potential?" Each group designed different solutions to this question. The first group answered the question by displaying photos of the students in action for display in the foyer. Another group developed workshops to give students opportunities during school to discover new interests and learning from community members. DigiEdit filmed, edited and produced incredible student focused videos showing key learning opportunities happening at our school. These were shared to the community at assemblies and on our new website. This group also initiated a teacher film festival which was widely acclaimed. Other groups included 'The Little Library' group inspired reading in the library, ran competitions and decorated, while the Brain Shakers collected and tested brain brakes. The Video editing and TMD graphics provided visual representations of all the learning undertaken by each group. A small group was also tasked with helping to expand the reach of the Protolab to allow more students to learn in this way. With the students help and enthusiasm, grants and donations were secured and funding was made available for 2019 to expand the technology available for the students to continue this design and problem solving work.

Our Arts focus in 2018 was centred on Performing Arts. All students in the school were part of a Learning Showcase in Term 3 where all classes had an opportunity to present their learning to the wider school community by performing two musical items. The students in Years 3-6 also held an Expo where they shared their research about an instrument or a musician that they were interested in to the school community.

In 2018 we continued to refine our reporting opportunities with parents based on their feedback. We formally reported to the parents, using the Victorian Curriculum, throughout the year in both written reports and interview style with parents, students and teachers. In June and December we provided families with a written report on their child it included - A-E marking,

marking against learning statements and general comments about each child. In Term 1 Parent/Teacher/Child Getting to Know you interviews were held. In Term 3 we held our first Student-Led 3 Way Conversations. This gave ownership to the students to share with their parents about the learning they had made throughout the year and to goal set in conjunction with parents and teachers for Term 4.

### STUDENT LEARNING OUTCOMES

At St Mary's we have continued to ensure that the data gathered on every student provides an explicit and differentiated program. In 2018 we tracked the effect size of growth, using PAT-M, PAT-R and PAT-S data. This allowed teachers to target areas of strength, weakness and future learning pathways needed.

In 2018 all Year 3 students met the minimum standards across all areas except for reading, which was 94% of all students achieving the minimum standard.

In 2018 all Year 5 students met the minimum standards across all areas including, grammar and punctuation, numeracy, reading, spelling and writing.

Proportion of students meeting the minimum standards	2018	
	Year 3	Year 5
Grammar & Punctuation	100%	100%
Numeracy	100%	100%
Reading	94.4%	100%
Spelling	100%	100%
Writing	100%	100%



## Student Wellbeing

### Goals & Intended Outcomes

**To promote connectedness and safety throughout our community, so that learning can be maximised and dignity enhanced.**

That peer relationship will be enhanced throughout the school.

### Achievements

Children receive both classroom awards each week at assembly. Classroom awards are based on what teachers notice children doing well in the classroom, often related to our SWPB focus. The Year 6 students attended a Transition session with St Ambrose Primary School. The focus for this day was on moving onto High School and having resilience. The Year 5 students were lucky enough to spend a day at Sacred Heart College in Kyneton to experience life in a Secondary School setting.

In 2018 the Year 6s were able to be leaders – SRC, Leadership Group, Sports Captains, SRG. The SRC has continued to address social justice issues and voice class member's suggestions and concerns. The Leadership group have been involved in St Patrick's Day Mass, visiting local Kindergartens and the ANZAC Day ceremony. The students in Year 6 take turns to run the weekly assemblies and represent the school at local events. The Year 5 students are Buddies to the Prep students – a new system designed for a two year relationship instead of one year if it is a Year 6 program.

This year there has been a number of Professional Learning opportunities in the area of Student Wellbeing. Four staff members attended the Berry Street Learning Program through the Cobaw Community Health. The Collective allowed us to gain further knowledge of how to engage and promote wellbeing throughout our community.

To enhance our wellbeing needs of our community we created a SWANs-(Students with additional needs) team. This team meets to discuss with staff the best interventions to help our students reach their full potential by looking at our RTI-(Response to Intervention) framework.

All students who require Personalised Learning Plans (PLPs) are now having Parent Support Group Meetings to allow for further support of the Wellbeing of our community.



**VALUE ADDED**

- Revamp of the SWPB structures
- Excursions/Incursions linked to Inquiry/Personal and Social Capability Frameworks
- Introduction of Yr 5s as buddies to Prep so the Prep students have a 2 year relationship with their buddy instead of the one year in the past.
- COBAW Sports Association
- Cross Country, Athletics, Winter and Summer sports

**Student Leadership Roles**

- Year 6 Leaders, Sports Captains, SRG (Sustainability Resource Group), Mini Vinnies, SRC
- SWANs team
- Funded and non-funded PLPs
- Termly PSGs
- RTI

**STUDENT SATISFACTION**

<b>Student Results</b>	<b>2018 Actual Score</b>
Teacher Empathy	73
Purposeful Teaching	71
Stimulating Learning	61
Learning Confidence	67
Classroom Behaviour	32
<b>Parent Results</b>	<b>2018 Actual Score</b>
Stimulating Learning	69
Student Safety	74

## STUDENT ATTENDANCE

The school must record student attendance twice per day in primary schools and in every class and record, in writing, the reason given for each absence. Accurate and comprehensive student attendance records, including the reasons for any absences, also allow St Mary's to monitor the effectiveness of attendance improvement strategies and measure achievement against attendance targets. To meet duty of care responsibilities, St Mary's attendance records should indicate whether the student was physically present in a classroom, or not present but attending a school-approved activity. In the latter situation, the teacher or staff member in charge of the activity should record attendance and ensure parents are notified of any absences in the same manner as for regular absences from school. St Mary's contacts parents /guardian about any unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students.



## Child Safe Standards

### Goals and Intended Outcomes

**Schools should consider how they have integrated the child safety focus into their school's vision and broader goals for the care and wellbeing of all students.**

To be compliant with the requirements of Ministerial Order No 870 – Child Safe Standards which came into effect on 1 August 2016, St Mary's Catholic School has addressed the following in 2018:

- Implementation of the Seven Child Safety Standards.
- Creation of a child safe environment.
- Creation and Implementation of 'Child Safety Code of Conduct' and 'Child Safety Policy'.
- Promote cultural change in how we manage the risk of child abuse and neglect.

### Achievements

Ministerial Order No 870 – Child Safe Standards came into effect on 1 August 2016 and specified how every Victorian school would manage child safety and comply with the prescribed seven minimum child safe standards. As a follow up to its implementation in 2017 St Mary's:

- Reviewed and updated all relevant Policies and developed a Code of Conduct and Child Safety Policy.
- Discussed with the School Advisory Board the Child Safe Standards and the relevant policies.
- Implemented changes such as: A new visitor sign in procedure (PassTab).
- Limiting areas of the school grounds accessible by the public.
- Involved staff in Professional Learning outlining the seven child safety standards.
- Reviewed and addressed the 'Guidelines for Volunteers' document and how this would affect volunteer at St Mary's.
- Made plans to investigate option for further limiting access by the general public into the
- The school must record student attendance twice per day in primary schools and in every class in secondary schools and record, in writing, the reason given for each absence. School grounds and buildings.
- Redeveloped the main office area with a particular focus on locking the school down during school hours.

## Leadership & Management

### Goals & Intended Outcomes

**To develop an effective professional learning culture through feedback and high expectations.**

That leadership and management provides clear communication and clarity to all staff, allowing a range of opportunities to build staff capacity

### Achievements

The school has enacted its vision in the Leadership and Management sphere through providing leadership that is committed to creating an engaging environment that encourages growth, relationships and wellbeing of all. The leadership of the school has focused on improving student outcomes by putting in place strategies, processes and resources to ensure that student learning continues to improve and that staff are supported in their roles. These include weekly meetings to discuss student with additional needs (SWANs) professional learning communities who use data and evidence to determine intervention strategies, adjustments and planning requirements.

The school has worked towards developing a culture of high performance and ongoing improvement to empower all to be lifelong learners working towards the Common Good. This has included ensuring that the vision continually addresses contemporary learning for students, assisted by professional learning that builds staff capacity and opportunities for parents to be engaged in student learning.

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### DESCRIPTION OF PL UNDERTAKEN IN 2018

Corwin Visible Learning (Second Year)  
 Read, Write, Inc professional learning modules  
 Discovery Clusters  
 Inquiry Facilitated Planning  
 Respectful Relations Training  
 Three school collective – Mindframes and learning dispositions Conference (Helen Butler)  
 NCCD Briefing and cluster meetings  
 Middle Leaders Course  
 Numeracy, Literacy, wellbeing, E-learning & REL Leadership Networks  
 Berry Street Education Masterclass  
 Bike Education Training  
 Berry Street Education Model Staff Training

##### NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

21

##### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 3,459

**TEACHER SATISFACTION**

<b>Empathy:</b> Supportive Leadership	52.8
<b>Clarity:</b> Role Clarity	25.5
<b>Engagement:</b> Teamwork, Empowerment, Ownership	33.7
<b>Learning:</b> Appraisal & Recognition, Professional Growth	23.2



## School Community

### Goals & Intended Outcomes

**To strengthen partnerships with parents and the broader community to enhance student outcomes.**

That opportunities and strategies for parent and broader community engagement will be strengthened.

### Achievements

Successful grant applications - Leader Local News, Bendigo Bank, Macedon Ranges Shire, Ride 2 School (Bicycle Victoria),

Mini Vinnies Appeals - Winter Appeal (St Vincent de Paul Society), Buy a Bale (Australian Farmers), Socktober (Catholic Mission), Christmas Appeal (Sunbury Vinnies Conference), Splash of Gold (Caritas)

Mini Vinnies - building ongoing relationship with St Ambrose Mini Vinnie students

Introduced an in house Reading Challenge for all students in the school.

Ongoing sponsorship from Lancefield/Romsey Community Bank Branch

Working Bees scheduled each term, with attendance at around 12 families each time

Weekly Community News in schools newsletter

Monthly article in the Lancefield Mercury

Regular contact and articles in local newspapers - Free Press, Leader, Star Weekly & Midland Express

Formation of a student group (SSEA) to raise funds for a Remembrance Garden

Relationship / connections built with wider community through Remembrance Garden Project with assistance in the form of donations, skills & materials

Successful completion of the Remembrance Garden with Opening Ceremony attended by families, whole school, community members & RSL

Continued school / parish community involvement in the Remembrance Garden with a 'Design a Picket' fundraiser to complete the fence around the garden

Continued tradition of Father's & Mother's Day Breakfasts which are well attended

Success in rallying school community to finally get a school crossing

Environment Group students successfully working with Deep Creek Landcare as part of the River Detectives Program and also on National Tree Day.

Weekly visits from the CWA to run knitting / crochet club

Continued collaboration with Western Water to run a number of free sessions for students including the Water Cycle - yoga & mindfulness

Continued tradition of St Mary's Feast Day being a day of celebration - using outside organisation to run amazing activities

October Walk to School Month tradition continued, with weekly Walking School Bus, Healthy Breakfast and Dress Up Parade. This time including student led activities during lunch times.

Annual Food Stall at the Lancefield Agricultural Show

Whole school participation on Day for Daniel which included police talks and town walk to promote student safety

Participation in Catholic Missions Annual Children's Mass in Melbourne

Continued partnerships with Romsey/Lancefield RSL, Lancefield & Romsey Neighbourhood Houses, Men's Shed, CWA & Lancefield Hardware

Partnered with Lancefield Neighbourhood House for the Community Christmas Carols. A student choir sang Christmas songs, and staff & parent volunteers ran the BBQ

Became involved with planning and implementation of the Lancefield / Romsey Feed it Forward initiative. Regular monthly lunches which our Mini Vinnies attend to assist with waiting tables, talking with customers, selling raffle tickets, pack up etc

Feed it Forward will also see our school growing vegetables to donate to the lunches

Student choir participated at the annual Neighbourhood House Christmas Lunch

Participated in the Annual Ride 2 School Day with over 70 students actively travelling to school on this day

Recruitment of volunteers to work on and continually enhance school garden areas

Building partnerships with SHC Kyneton - Year 4's competed in the Junior Chef Competition

Participated in the Bahay Tuluyan Kids View (Social Justice) Conference - assisted in recruiting surrounding schools to attend

Continue to connect with the wider community in order to share skills / experiences with students - Graham (welder), Maria (Cook), John (WWII Veteran)

## PARENT SATISFACTION

The community engagement indicators on our school's interpretive report provide information on the extent to which parents feel:

Their child's education including the approachability of staff and reporting are an area of success.

Their child is being given the best opportunity to learn including having a strong focus on learning, quality extra-curricular activities and providing appropriate homework.

That behaviour is managed well and teachers are enthusiastic and passionate about their work

Their child wants to go to school and enjoys being a part of the school.

Their child is developing appropriate social skills.

Their child is not being subjected to harassment or bullying at school.

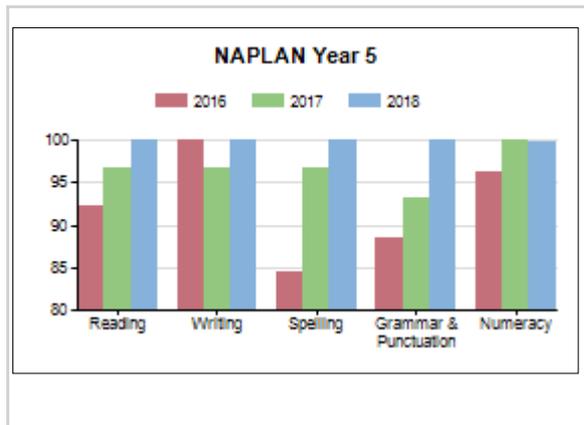
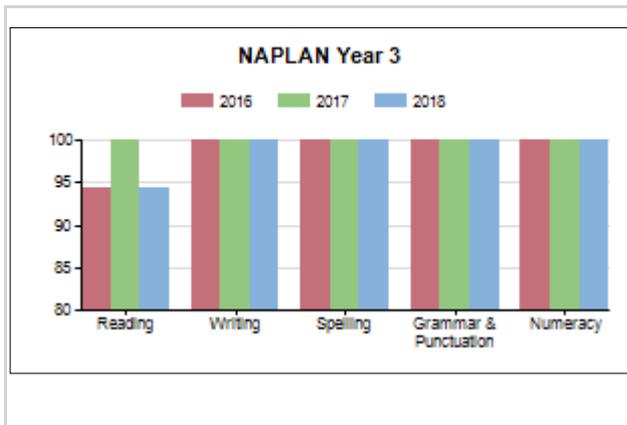
## School Performance Data Summary

E1026

St Mary's School, Lancefield

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<b>NAPLAN TESTS</b>	<b>2016</b> %	<b>2017</b> %	<b>2016 - 2017</b> <b>Changes</b> %	<b>2018</b> %	<b>2017 - 2018</b> <b>Changes</b> %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	94.4	100.0	5.6	94.4	-5.6
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	88.5	93.3	4.8	100.0	6.7
YR 05 Numeracy	96.2	100.0	3.8	100.0	0.0
YR 05 Reading	92.3	96.7	4.4	100.0	3.3
YR 05 Spelling	84.6	96.7	12.1	100.0	3.3
YR 05 Writing	100.0	96.7	-3.3	100.0	3.3



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	89.9
Y02	91.2
Y03	87.2
Y04	93.6
Y05	92.5
Y06	89.1
Overall average attendance	90.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.6%

STAFF RETENTION RATE	
Staff Retention Rate	86.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	12.5%
Graduate	18.8%
Graduate Certificate	0.0%
Bachelor Degree	81.3%
Advanced Diploma	31.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	13.6
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	4.5
Indigenous Teaching Staff (Headcount)	0

## Future Direction

At St Mary's our future direction is underpinned by the following:

- All students can achieve growth and success through the personalisation of learning
- Students feel a sense of connection and belonging
- Critical reflection and making sense of the contemporary world within the catholic context
- Students have a strong sense of self-worth, self-efficacy and self-awareness
- Students see themselves as lifelong learners
- Students are able to build relationship with others
- Students are respectful, responsible and resilient.

In order for this success we ask that the following are present as our core drivers:

- Consistency
- Clarity
- Whole-school approach (shared language)
- Transparency
- Relational Trust
- Expectations
- Enacting
- Visible
- Cohesion/alignment
- Supported by Leadership

St Mary's will be a school that staff, students and parents are able to make meaning and engage with the traditions of the Catholic Church in light of the contemporary world. A place where staff become designers of an engaging and deep-thinking religious curriculum. Where students' learning outcomes in Literacy and Maths will improve showing relative growth for all. That peer relationships will be enhanced throughout the school. That leadership and management provides clear communication and clarity to all staff, allowing a range of opportunities to build staff capacity. Finally where opportunities and strategies for parent and broader community engagement will be strengthened.

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

