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Contact Details

| ADDRESS       | 66 Wilfred Rd
               | Ivanhoe East VIC 3079 |
|---------------|--------------------|
| PRINCIPAL     | Ms Louise McGrath |
| PARISH PRIEST | Fr. Thang Vu      |
| SCHOOL BOARD CHAIR | Mr. Robert Cugno    |
| TELEPHONE     | (03) 94971094     |
| EMAIL         | principal@mogivanhoeast.catholic.edu.au |
| WEBSITE       | www.mogivanhoeast.catholic.edu.au |

Minimum Standards Attestation

I, Louise McGrath, attest that Mother of God Primary School is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 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

As a community we:

**INVITE**: by building a sense of belonging and active participation in school and parish life.

**INSTRUCT**: through a learning community that is continually developing a culture of inquiry, developing skills, knowledge, values and support.

**INITIATE**: by creating a sense of welcome and support.

**INVIGORATE**: by being part of an active learning community we are refreshed and invigorated as we continue on our life journey.
School Overview

Mother of God Primary School is situated in East Ivanhoe, an established residential area in the north-eastern suburbs of Melbourne just 13km from the CBD. Our school is located in a beautiful leafy suburb with parks within walking distance and a village type environment which supports the community aspect of school life and is highly valued. In 2013 the student enrolment was 150 and, as stated in the schools vision statement, we invite, instruct, initiate and invigorate all who come to our school. We are committed to sustaining and continuing to develop a performance and development culture which continuously works towards school improvement.

Mother of God School was officially opened to the parish community in 1963. During 2013 we celebrated the 50th anniversary of our school in a variety of ways, the highlight being a ‘Back to MOG’ in August when students and families from across the past 5 decades were able to gather and share their experiences. Our 2013 students also published a commemorative book which reflects on the past 50 years.

During 2013 Mother of God Primary School was in the 2nd year of a School Improvement Cycle which followed the year of School Review in 2011. The 2012 to 2015 school goals as stated in the School Improvement Plan are to: Develop the school’s Catholic Identity; Strengthen a personalized approach to learning to improve student outcomes; Strengthen the well-being culture across the school community; Create a learning environment characterized by a shared vision, a strong sense of leadership with a focus on continuous improvement; Develop authentic partnerships between the school, parents and the global community.

Mother of God also has a special relationship under the Local Schools Working Together Agreement with our neighbour Ivanhoe East Primary School. This agreement enables Mother of God to have access to the Out of Hours School Care Program which is run by OSCH Club and have access to the stadium one day a week where Physical Education lessons are held.

In 2013 students from Prep – 6 had specialist lessons in Physical Education, Language Other than English (Italian) and Library. In 2013 our Performing Arts program was supported by partnerships with the Australian Ballet. The students worked with the staff to create a dance which they performed at the Family Dance night in September. This was held in the SPACE Centre at Ivanhoe East Primary school and was a huge success as our students, staff and parents gathered together to celebrate dance.

During 2013 we continued to make links with our community by providing extra curricula activities on a weekly basis in Tennis, Dance and Chess Club. Melody Bell also started a Music program offering students the opportunity to learn an instrument, receive voice training or join the choir or a singing group.
**Principal’s Report**

I am pleased to provide this report to the Mother of God Community detailing the 2013 school year presented under the five spheres of School Improvement. When reviewing our growth and progress as a school, it is essential that we are aware of and united in our school vision. As a staff we constantly review our vision and endeavour to be true to it with every decision we make as a school community. Our school vision challenges us to work as a school community to ensure our students are fully engaged in the learning process and can develop and grow within a supportive, nurturing environment.

During 2013 our school community came together to celebrate and acknowledge 50 years of Catholic education within Ivanhoe East. It was wonderful to welcome back to MOG past students and families who were able to share with our current students and staff their recollections of their time at MOG. We were also able to celebrate with our Parish community and acknowledge them for the contribution they have made to our school community over the past 5 decades. At our anniversary Mass Fr. Thang presented our school with a Papal blessing which is proudly displayed in the foyer of the school. Our students worked together to publish a history book which reflects on what life was like at MOG during the past 50 years. I am sure this will be a treasured possession in many households and hope it will be something to look back on when MOG celebrates 75 or possibly 100 years.

We have developed a positive and collaborative relationship with our parent community maintaining a very active Parent Representative Council who meet at least twice a term. I am very fortunate to have a committed staff who continually worked together towards school improvement. During 2013 they supported each other in developing a more personalised approach to learning and teaching through ensuring that students were aware of the Learning Intentions of each lesson and that appropriate feedback was given to move each student through to their next stage of learning. All staff also received professional learning in School Wide Positive Behaviour throughout 2013 which helped us all to come to a shared understanding of this approach and we developed our three school wide expectations of Respect, Responsibility and Ready to Learn. These expectations help us to explicitly teach what these behavioural expectations look like, sound like and feel like across all settings. SWPBS will be a key strategy in helping us continue to develop a positive school culture where students needs are met.
Each year we seek feedback from our parents, students and staff through the Insight SRC surveys. It must be noted that only 22 of the 60 Parent Opinion Insight SRC 2013 surveys were returned, therefore a true representation of parent data is not reflected through this report. This is indicated through each sphere in this report where ‘value added’ is reflected upon.
Education in Faith

Goals
To develop the School’s Catholic Identity.

Intended Outcomes
That students be engaged in religious education.
That staff, parents and students value their faith through ritual and behaviours.

Achievements
School achievements and initiatives which have added value to the spiritual development of our students:

- Theme for the year of ‘Entrusted with something Precious’, based on the Catholic Education Week focus was central to all during the fiftieth year of Mother of God.
- Participation in the schools Mass at St. Patrick’s Cathedral during Catholic Education week mass was recognition of the School fifty year’s celebrations.
- Teachers undertook professional learning with Denise Arnel (Religious Education Consultant) exploring teaching strategies to engage children in connecting with scripture.
- VINNIES Winter Appeal – The Social Justice Leadership team organised and promoted the 2013 Vinnies Winter Appeal during the month of June. We received a letter from VINNIES thanking the school for their generous donation again. Our Principal Louise McGrath also participated in the 2013 CEO VINNIES Sleepout and was supported by the school community.
- During the month of October we recognised World Mission Month. Students and teachers used resources on the World Mission website to help them understand the needs of children in Mongolia. This culminated in a student led mini-fete on the 1st November which was held between 11:45 and 1:45. Senior and Middle school students ran the stalls and showed great initiative in the variety of stalls that were offered whilst supporting each other throughout. Over $900 was raised for the World Missions.
• Teachers continue to plan collaboratively linking RE to their inquiry helping students make connections to their own lives through an inquiry approach. They also plan and support each other in the planning of school and class liturgies.

• School Improvement Survey 2013 data on the Catholic culture of the school reveals that staff, students and parents identify well with its Catholic identity. They appreciate the many opportunities that the school provides to reflect on Catholic faith traditions, pray together and celebrate liturgies and experience faith in action. Students also showed an increase in their response to Social Justice.

• Father Thang Vu continues to be a visible presence in our school community regularly visiting classrooms and attending school functions.

• Religious Education Leaders from across the three schools within the Catholic Parish of Ivanhoe plan collaboratively together with the Parish Priest and liturgy team.

• Sacramental evenings for students and parents across the Catholic Parish of Ivanhoe during 2013 involved employing Denise Arnel (Religious Education Consultant from Blackboard Collaborations).

• Staff provided a meal for families of students leading up to receiving the Eucharist for the first time. Demonstrating the link between contemporary life and the Eucharist.

• The liturgical seasons were celebrated by the whole school during Lent/Easter and at Christmas when the students were able to ‘Celebrate Christmas’ with the community through song, word and movement.

• Workshop for the Sacrament of Confirmation and trip to St Patrick’s Cathedral and Mary Mackillop Heritage Centre developed the Year Six students understanding of service.

• Children from Year 3 and 6 were rostered on to read or bring forward the gifts at the Sunday Mass to increase parish involvement.

• 50 year celebration Mass and open day welcomed all in the community.
### VALUE ADDED

- Outsourced Parent workshops have supported parents in building their knowledge of the sacraments and an opportunity for families to learn together.
- Retreat days for children preparing for the sacraments have enabled the children to develop a deeper understanding of the church and its traditions.
- Involvement of children in Sunday Masses through reading and being involved in the bringing of the gifts have built connections between school and Parish.
- Staff development through three professional learning sessions with Denise Arnel (RE Consultant) exploring scripture and teaching strategies has built on their knowledge.
- There continues to be a steady increase in student data saying that the school raises their awareness of social justice issues and provides opportunity to be involved in social justice activities. In 2012 it was at the 68th percentile and has risen to the 72nd percentile in 2013.
Learning & Teaching

Goals & Intended Outcomes

Goal

To strengthen a personalised approach to learning to improve student outcomes.

Intended Outcomes

1. That student achievement in literacy and numeracy is improved.

2. That students will be engaged and motivated learners.

Achievements

[Bar charts for NAPLAN Year 3 and Year 5 showing trends in reading, writing, spelling, grammar and punctuation, and numeracy from 2011 to 2013]
STUDENT LEARNING OUTCOMES

Year 1 Literacy levels for 2013 show an upward trend with 100% of students reaching the minimum text level of 15, which was 94.12% in 2012. This is also the case for students reaching the target level of 20, which was 76.47% in 2012 and 81.25% for 2013.

The 2013 NAPLAN results indicate that students are reaching above or well above national benchmarks in all areas. In 2012, our data indicates that there were students who did not achieve the National Minimum Standard (NMS) in Numeracy at the Year 3 level and in Reading at the Year 5 level. This data further assisted us in identifying student’s individual learning needs. These students continue to be closely monitored and staff are committed to
working together towards ongoing school improvement.

**Achievements**

As identified in the Annual Action Plan, Personalised Learning continued to be a major focus for staff professional learning during 2013. School closure days in Term 3 focused on developing our understanding of specific feedback for students in order to set future goals for learning. This conference acted as a springboard for future goal setting where teachers were provided with opportunities to seek resources and plan specific learning opportunities to meet individual needs.

Staff participated in a number of professional learning activities focused on building teacher capacity in the teaching of Literacy. The Literacy Assessment Project continued to focus on developing effective teaching strategies in the area of reading comprehension. It enabled teachers to further develop their understanding of the use of formative and summative assessment. Teachers continued to be supported in the use of the Progression of Reading Development Continuum (PRDC) to plan targeted teaching for students. In addition to this it was identified that the structure of our Professional Learning Teams required a review. This has ensured that an agenda is set each week which outlines goals for staff professional development and student learning.

A team of 6 classroom teachers and school Literacy Leaders continued to participate in the P-8 Learning Literacies program. The program assisted the Literacy Leader and teachers to develop pedagogical practices specifically related to students’ literacy needs (writing) which were identified through the School Improvement Process and outlined in the Annual Action Plan. It followed a cycle of improvement which began with examining student data, identifying needs and then specifying areas of additional teacher learning, leading to improved pedagogical content knowledge. Staff feedback on their involvement in this program was overwhelmingly positive. Staff saw immediate improvement to students’ writing skills upon implementation of suggested strategies.

National Partnerships in Mathematics enabled us to maintain a Mathematics Leader and give us access to CEOM Maths Coaches. The Coaches worked with classroom teachers identifying student needs and developing teaching practices that best meets these needs and improve student learning. Teachers worked collaboratively to identify student needs through pre-assessment tasks and ongoing monitoring of student learning. The staff reaction to this initiative has been very positive which is evident in the form of common language, shared
vision and consistent approaches to teaching.

Class blogging became a focus for developing technological literacy skills for all students as well as a means to communicate with our families. Several staff meetings during Terms 3 and 4 allowed teachers opportunities for professional development in creating class blogs. Following advice from Frank Fabri (Eastern Region ICON Coach), the decision was made to use Global2 as our blogging platform. This is in line with Catholic Education Office advice. Other ICT initiatives include: upgrading our server and expanding our bandwidth to improve our wireless internet capabilities. The school purchased a set of 30 ACER notebooks with touch screen capabilities.

Classroom teachers were allocated a whole day planning day once a term where they met as a level team to collaboratively plan for student learning opportunities across the curriculum. Classroom teachers also had at least 2 hours collegial planning each week with some of this time allocated to planning with the Learning and Teaching/ Literacy Leader, Religious Education Leader or Mathematics Leader. Weekly Professional Learning Team (PLT) meetings continued to be an important forum for focusing on student learning needs, moderating student work samples and building teacher professional knowledge and pedagogical practices.

Senior school camp was held at the beginning of Term 1 at our nation’s capital, Canberra. The focus for the camp was to build student knowledge of Australia’s democratic system and the development of our country against the backdrop of our Indigenous beginnings. This was a major element of our Term 1 inquiry. This experience provided the opportunity for students to apply their learning within an authentic context.

**Value Added Comments**

The results of the Insight SRC Student Survey indicate an upward trend for Stimulating Learning. The 2012 data was at the 57th percentile and in 2013 it is at the 63rd percentile. This indicates that students are happy with the interesting learning choices their teachers are making.

There was a dip in data of the Insight SRC Staff Survey for School Morale. The 2012 data was at the 80th percentile, whereas the 2013 data is at the 70th percentile. This indicates a large number of staff are enthusiastic and energetic about their work, however further
the dip in data. In Teaching and Learning, Teacher Confidence displayed a slight dip, from 2012 where it sat at the 80\textsuperscript{th} percentile to 2013 where it sits at the 78\textsuperscript{th} percentile. This data continues to indicate staff believe they can engage students in learning and make a difference. Quality Teaching also displayed a dip from 2012 where it sat at the 80\textsuperscript{th} percentile to 2013 where it sits at the 71\textsuperscript{st} percentile. The data indicates that most staff have a continual focus on improving the quality of their teaching and learning by challenging themselves and colleagues. This is an area which requires further investigation.

The results of the Insight SRC Parent Survey shows a dip in School Improvement from the 73\textsuperscript{rd} percentile in 2012 to the 63\textsuperscript{rd} percentile in 2013. Even though a dip has occurred most parents continue to believe that the school strives to improve the quality of education it provides. Stimulating Learning also displays a dip in data, from 2012 where it sat at the 79\textsuperscript{th} percentile to 2013 where it sits at the 71\textsuperscript{st} percentile. This indicates that many parents believe most teachers motivate students to learn, encourage students and plan interesting and fun learning experiences. Due to the small amount of parent surveys which our data is based on, further investigation into Parent data is required.
Student Wellbeing

Goals & Intended Outcomes

Goal
To strengthen the wellbeing culture across the school community.

Intended Outcome
That the social and emotional wellbeing of all students is enhanced.

Achievements

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>92.99</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.99</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.66</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.00</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.62</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.95</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>94.04</td>
</tr>
</tbody>
</table>

Parents either call the school or send a note regarding non attendance. If a classroom teacher is not informed of non attendance parents will be contacted by phone by the teacher. If non attendance is identified as a concern Student Services Coordinator/Principal will consult with parents, student and teacher to identify the issue and develop strategies to support the student and family in increasing the students attendance rate.
In 2013, the major focus for Wellbeing was School Wide Positive Behaviour Support a Catholic Education Office Melbourne initiative designed to assist schools in developing a strategic, whole school approach to behaviour support with the emphasis on wellbeing.

**What is School Wide Positive Behaviour Support?**

SWPBS is a process for creating a safer and more positive learning environment.

It is a systems approach to enhance the capacity of schools to educate all children by using research-based, school-wide, and classroom behaviour support systems. The process focuses on improving a school’s ability to teach and support positive behaviour for all students in all settings.

Rather than a prescribed program, SWPBS provides systems for schools to individualise the design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. SWPBS includes school-wide procedures and processes intended for all students and all staff in all settings.

SWPBS is not a program or a curriculum, it is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

redesign of environments,  
not the  
redesign of individuals.

“a broad range of systemic & individualised strategies for achieving important social & learning outcomes while preventing problem behaviour with all students.”

(Sugai & Horner, 2001;2002)

In February 2013, the Leadership Team attended a two day Professional Learning day to develop an understanding of SWPBS and set goals for our school environment.

The team was supported by a CEOM Coach.

A Core Team was formed to lead the process at MOG. The team was (and still is) supported by an external coach, Vincenza Bunetta from the Catholic Education Office Melbourne.

The Student Well Being Core Team developed a plan for staff induction and worked collaboratively with all staff to formulate expectations and a unified set of guidelines in positive behaviour. These outline explicit expectations and code of conduct for our students.

This allowed the establishment of shared key understandings and ownership of SWPBS so that it could be successfully implemented in the school.
Staff articulated three clear school wide expectations and developed the matrix which outlines the expected behaviour in all non-classroom settings in and around the school. The statements have now become: The MOG’s 3R’s!

We show respect, We act responsibly. We are ready to learn.

These Expectations are throughout the school in both classroom and non-classroom settings.

At Mother of God School, we are positive role models when......

We show RESPECT
We act RESPONSIBLY
We are READY to learn

A key component of SWPBS was an Acknowledgment System and Professional Learning related to acknowledgement also commenced so that SWPBS could be launched at the beginning of 2014.

Alongside this learning for staff, clarification about Minor and Major unacceptable behaviours and consequences were also reviewed.

One of the very positive outcomes of this process was the establishment of a common language amongst the whole school community and a consistent approach to behaviour support for ALL students.

Students at Risk

The Student Wellbeing Leader continued to maintain safe practices for students who are at risk for medical reasons such as anaphylaxis, allergies, asthma and other illnesses. This involved informing staff of action plans and updates on safe administering of medications. The school is also registered with the ‘Epiclub’, a reminder program to inform parents when EpiPens have expired.

Restorative Practices

The restorative approach to behaviour continued and has become embedded in the school for both students and teachers. The strategies used in Restorative Practices link well with School Wide Positive Behaviours.

Clear signs outlining Affective Questioning are displayed in classrooms and throughout the school to act as a prompt when incidents occur and as a reminder about expected behaviour.

Teachers continued to use Circle Time in classrooms to support wellbeing and explore solutions for social and emotional learning.

The Student Wellbeing Leader supports staff by modelling possibilities for Circle Time.
Cyber Safety

The school registered to become an eSmart school and two staff members attended a Professional Learning day to explore practical ways in which cybersafety resources could be utilised in the school and reduce students’ and teachers’ exposure to online risks.

eSmart learning opportunities have been integrated in the students’ learning through our School Wide Positive expectations encouraging students to use online resources Respectfully and Responsibly. Students have also participated in Cybersafety activities available through ACMA (Australian Communications and Media Authority). An example of this is on the Library MyClasses page and can be accessed by students from home.

Professional Development  SEL – Social and Emotional Learning

The Student Wellbeing Leader attends network meetings each term as well as other P.D related to Wellbeing.

Staff also participated in a school closure day on School Wide Positive Behaviours led by CEO External Coach, Vincenza Bunetta in addition to the staff meetings related to SWPBS.

Program Support Groups

Program Support Group Meetings to support students with specific needs continued to occur on a regular basis. These meetings were attended by the Student Services Co-ordinator (Principal at MOG), classroom teacher, parent(s), specialist services (if required), integration aide (if required) and student (if required).

The meetings also provided opportunities for staff to present Individual Learning Plans which outlined specific and achievable goals.

Student Representative Council

The SRC continued to provide a forum for student voice. Each class had two representatives to share ideas and points of view pertaining to school matters.

Student input was also invited and acted upon wherever practicable.

The SRC were responsible for leading a number of projects within the school and Wider Community in particular running a student led fete during 4th term which was a fundraising effort for Bahay Tulyan an organisation which supports people in poverty in the Philippines.
VALUE ADDED

In the 2013 SRC data Student Attitudes to School scores generally indicate wellbeing variables have been maintained since 2012. Student Safety data in the student survey shows displays growth from 2012 where it was at the 77th percentile, to 83rd percentile in 2013. This was not reflected in the parent survey data, which saw a slight dip. The Parent Partnership variable was in the mid 60th percentile which indicates there is growing collaboration between staff and parents to optimise the learning of students. Our goal is to continue to build and improve parent partnerships aiming into the 80th percentile.

STUDENT SATISFACTION

Students indicated through the Insight SRC survey data that they felt they belonged and enjoyed attending school thus felt they had connectedness to school sitting at the 75th percentile. Our goal would be for this variable to be within the 80th percentile. Students demonstrated in the Insight SRC survey data that there continues to be significant improvement in their perception of classroom behaviour. This moved from the 25th percentile in 2010 to the 70th percentile in 2012 and has been maintained in 2013. We aim to continue to improve in this area and have set a target which aims for the 80th percentile. There was a slight dip in data for Connectedness to Peers. This data does however continues to be a strength being above the 80th percentile. The variable of Student Distress is currently at the 84th percentile which indicates that students do not have negative feelings at school and do not feel frustrated, depressed or uneasy.
Leadership & Management

Goals
To create a learning environment characterized by a shared vision, a strong sense of leadership with a focus on continuous improvement.

Intended Outcomes
That all staff are empowered to participate in leadership and the decision making process.

That all staff are clear about what is expected and required of them.

Achievements
- Performance and Development meetings were held with individual teachers. In 2013 we introduced into the process that a member of the leadership team working alongside the Principal in having a conversation with each teacher about their successes and challenges and supporting them in developing a Professional Learning Plan. These meetings helped to inform professional learning team meetings and are part of an ongoing process that ensures we continue to sustain a Performance and Development Culture in our school.

- Full time staff were allocated one hour a week where they could participate in professional learning that is linked to their Personalised Learning Plan. This professional learning may be time for professional reading, mentoring and coaching activities.

- Leadership and Management were able to respond to the needs of specialist class who requested that their lessons in LOTE, Physical Education and Library be extended from 40 minutes to 60 minute sessions. This enabled the students to be more engaged in these classes.

- The Change2 team led the staff through a process where they were able to work with staff in creating opportunities for students to work with students in multi age groups. This was evident when preparing for two significant community events; the Family Dance and the creation of the History Book.

- Significant improvements in our ICT infrastructure were made throughout 2012 which included increasing the capability of our wireless network, employing an IT technician who supports us on a weekly basis and purchasing 30 notebooks which are being used in classes across the school.
# EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

## DESCRIPTION OF PL UNDERTAKEN IN 2013

- **Networks** – Literacy, Mathematics, Deputy, Religious Education Leader, Learning and Teaching, ICT, Library, Reading Recovery, Well Being, LOTE, Principal, Secretary
- **Learning and Teaching** – Personalised Learning – Eastern Region, Principal, Learning and Teaching Leader
- **International Thinking Conference** – Principal and Learning and Teaching/Maths Leader
- **P-8 Learning Literacies** –
- **Mathematics Leadership** – Post Graduate/Sponsored study – Monash University
- **Occupational Health and Safety Training** – Deputy Principal
- **Mathematics Coaching** – two coaches working with Junior, Middle and Senior School
- **School Wide Positive Behaviour** – Leadership Team and Student Well Being Core Team
- **Student Well Being Conference** – Student Well Being Leader and Principal
- **Change2 Training** – Principal
- **2 day Staff Conference** focused on Personalised Learning – facilitated by School Adviser Learning and Teaching – Eastern Region
- Denise Arnel REL Consultant facilitated two staff meetings exploring teaching strategies that can be used to engage students in Scripture.

## NUMBER OF TEACHERS WHO PARTICIPATED IN PL

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
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<tbody>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

## AVERAGE EXPENDITURE PER TEACHER FOR PL

- **$1,850.00**
TEACHER SATISFACTION

Survey data reveals that on the scale of feeling enthusiastic at school being as 7 to all the time to 1 not at all; staff at Mother of God recorded an average of 4.9. On the same scale the staff recorded an average of 5.0 for feeling proud and 5.2 for feeling cheerful at school. Staff also ranked team spirit in the school as high, being at an average of 4.5 on a scale of 1 – 5 which places team work above the 80th percentile in the state. Insight SRC data reveals a slight dip in Supportive Leadership from 2012 where it sat at the 71st percentile, to the 65th percentile in 2013. This slight dip was also reflected in Appraisal and Recognition and Professional Growth. Role Clarity also experienced a slight dip from 2012 from the high 60th percentile to the mid 60th percentile in 2013. Empowerment is sitting at the 54th percentile. This is an area we will continue to investigate and develop empowerment in all staff.
School Community

Goals
To develop authentic partnerships between the school, parents and the global community

Intended Outcomes
That the school enhances its community connectedness and promotes an ‘outward facing’ school culture

Achievements
- Celebrating and acknowledging the past 50 years of Mother of God’s contribution to the Ivanhoe East community provided an opportunity for our community to connect with our Parish Community and students and families who have been part of the MOG community over the past 5 decades.

- MOG’s History Book – students and staff worked together to research MOG’s history by searching through photographs, memorabilia and interviewing past students. This culminated in the publishing of a History Book which is a collection of photos and stories from the past and reflections from every 2013 MOG student.

- A family dance evening was held in September where families gathered to celebrate the last 5 decades. Each class performed a dance from a particular decade. This event was held in the SPACE Centre and provided a perfect venue for such an event.

- Our Year 4 and Year 5 students paid a visit to Ivanhoe East Kindergarten during terms 3 and 4 building a positive relationship with students and staff. The 3 and 4 year old kindergarten groups also visited MOG during this time.

- FIRE Carriers – Friends Igniting Reconciliation through Education – 4 Year 5 students became our first MOG FIRE Carriers --- their role was to support us in deepening our understanding and knowledge of Aboriginal and Torres Strait Islander history, people and culture. Mother of God hosted the first North East Zone Induction day for our FIRE Carriers in April. Approximately 60 students and staff attended the day and were supported by the Aboriginal Catholic Ministry. This enabled our FIRE Carriers to lead a reflection day for our whole school during National Reconciliation Week and culminated in the creation of an Art piece which is proudly displayed in the Marian centre. This Art piece shows the handprint of each student and staff member working together.
**PARENT SATISFACTION**

Parent data from the Insight SRC Survey maintained results across many areas. Homework and Connectedness to School are two areas which displayed dips in data from 2012 to 2013. In the 2013 Insight SRC data parents scored the following in school climate: Approachability – 73rd percentile-Parent Input – 66th percentile. The Parent Partnership a new variable in the 2012 data was in the high 60th percentile and was maintained in 2013. Our goal would be to continue to build and improve parent partnerships aiming into the 80th percentile. Stimulating learning – 71st percentile. In the area of engagement: Connectedness to peers – 75th percentile-Student motivation – 71st percentile-Social skills – 72nd percentile -Connectedness to school – 70th percentile.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>157,829</td>
</tr>
<tr>
<td>Other fee income</td>
<td>94,339</td>
</tr>
<tr>
<td>Private income</td>
<td>72,800</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>352,249</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,089,118</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>1,766,334</td>
</tr>
</tbody>
</table>

| **Recurrent Expenditure**                                                           | Tuition         |
| Salaries; allowances and related expenses                                          | 1,236,748       |
| Non salary expenses                                                               | 343,096         |
| **Total recurrent expenditure**                                                    | 1,579,844       |

| **Capital income and expenditure**                                                 | Tuition         |
| Government capital grants                                                         | 12,914          |
| Capital fees and levies                                                           | 63,391          |
| Other capital income                                                              | 13,319          |
| **Total capital income**                                                          | 89,624          |
| **Total capital expenditure**                                                     | 78,625          |

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<thead>
<tr>
<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
<td>1,082,308</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>1,013,222</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.
## VRQA Compliance Data

### E1236
Mother of God School, Ivanhoe East

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING STAFF ATTENDANCE RATE</strong></td>
</tr>
<tr>
<td>Teaching Staff Attendance Rate</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAFF RETENTION RATE</strong></td>
</tr>
<tr>
<td>Staff Retention Rate</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER QUALIFICATIONS</strong></td>
</tr>
<tr>
<td>Doctorate</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>Certificate Graduate</td>
</tr>
<tr>
<td>Degree Bachelor</td>
</tr>
<tr>
<td>Diploma Advanced</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
</tr>
</tbody>
</table>
### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>14</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>14.300</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>4</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>3.613</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>