2011 ANNUAL REPORT TO THE SCHOOL COMMUNITY

Mother of God School
Ardeer

Registered School No 1541
Contacts Details

| ADDRESS       | 67 Blanche Street  
                          Ardeer VIC 3022 |
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<tr>
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</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Gerard Broadfoot</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr Barry Hughes</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9363 1734</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@mogardeer.catholic.edu.au">principal@mogardeer.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.mogardeer.catholic.edu.au">www.mogardeer.catholic.edu.au</a></td>
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</tbody>
</table>
Our School Vision

Inspired by the lives of Jesus, Mary his Mother and the Brigidine tradition, Mother of God School is a welcoming, Christ-centered community, valuing and promoting the uniqueness and the development of the whole person in an engaging and inclusive environment, so they may be faith-filled, confident and empowered people in an ever changing society.

In Brigidine Education, we will:

Be faithful to our Catholic heritage
Welcome all people, especially the most vulnerable
Celebrate all that is good with joy and gratitude
Engender a love of learning, hope and a sense of purpose
Image and practice justice and service.
School Overview

Mother of God School (MOGS) is a school of 85 beautiful young people, dedicated staff and supportive families, located in Ardeer, in Melbourne’s Western suburbs. We celebrate our diverse community through our strong learning and teaching programs and our strengthening partnerships between home and school. We are a Catholic school and proudly operate in the Brigidine tradition.

The learning environments have been transformed over the last three years by major capital works funded by both Federal and State Government grants. The Federal Building Education Revolution (BER) program enabled us to build a new centre of learning for the senior students including a multipurpose room and community facilities. The State Needs Based Capital grants supported us in transforming the learning area for the juniors from the original 1950s design to incorporate the best of contemporary learning principles.

Our learning structures for 2011 included 4 learning groups: P/1/2, Yrs 2/3 and two Yrs 4/5/6 classes. Our specialist classes included: Library, Visual Arts, Phys Ed and School Garden Program.

The Smarter School National Partnerships (NSSP) program supports us with staffing allocation, brockering grants and support for professional learning. This is an enabling grant that supports us in our core strategy of working closely with our families. The MOGS playgroup continues to grow and is a lively presence in our school every Wednesday. We continue our partnership with Victoria University through hosting pre-service teachers, the Western Bulldogs Friendly School Program and the Kinda Kinder program for pre-school age children.

We continue to be an important and vibrant partner of the Ardeer community.
Principal’s Report

Through 2011 we worked to strengthen the existing learning partnership between school and home by seeking to engage parents and carers in a shared conversation about contemporary learning. We strongly believe that by supporting families to be able to better engage in their children’s learning, we are supporting a learning environment where students’ outcomes will be improved. We began our work with George Otero as part of the Smarter Schools National Partnerships program. We look forward to continuing that work in the future.

We recognise the significant achievement of Mother of God School being recognised as equal top school in Yr 3 Numeracy results across the state. (NAPLAN 2011) We remain proud of the student achievements across the school and look specifically at the growth in individual learning outcomes as recognition of the hard work and dedication of all involved at Mother of God School.

We celebrated our new facilities, made possible under the Federal Government’s Building Education Revolution, with the official opening by Hon Brendan O’Connor on July 20. Our young people reflected on how the new learning environment would impact on their learning and everyone was impressed by their insights and reflections. We also finished our refurbishment of the junior school, made possible by a Victorian Government Needs Based Grant. We have transformed the learning environment at MOGS and are grateful for the support and guidance of the personnel at Catholic Education Office Melbourne in both projects.

We continue to be proud of the achievements at MOGS individually and collectively. When one achieves, we all succeed, celebrating all that is good with joy and gratitude.

[Signature]

[Image]
Education in Faith

Goals & Intended Outcomes

Goals
To develop a meaningful faith and life-giving development program in the school

Intended Outcomes:
- That students’ appreciation of the relevance of faith to their lives is enhanced.
- That opportunities for staff faith development are enhanced
- That parent involvement in school/parish faith life is improved.
- (It is understood that this section is closely aligned with Learning and Teaching)

Achievements

The Religious Education (RE) program was strengthened by the development of a sequential 2-year planner, designated staff meetings for planning & assessment and pedagogy that reflects principles of contemporary learning.

The core Brigidine and Gospel values were identified and highlighted in our Learning Community charters. These were promoted, encouraged and nurtured daily in our school community.

Exploring the new mass translations with joint seminars with St Theresa’s (Albion) staff enabled a deeper understanding of the Eucharist at a personal and educational level.

Student capacity was strengthened by students planning all school masses (under the guidance of the senior teachers); Senior students preparing and emailing weekly scripture reflections to the Parish office for publication in the church bulletin; All classes preparing whole-school gatherings in order to reflect on Church traditions and prayer i.e. Easter Para liturgies, Advent and whole school assemblies.

The following events were part of the 2011 calendar: Regular school and parish liturgies, Prayer at assemblies Regular reflections on scripture in the newsletter, Staff attendance at sacramental celebrations, Purposeful and relevant experiences linked to the RE program, First Eucharist and Confirmation celebrated in 2011 Attendance at CEOW RE coordinators days, Western Zone Principal program lead by Richard Leonard sj

VALUE ADDED

The Catholic Culture of our school was recognised as highly significant by staff as well as the importance of SOCIAL justice (top 25% of Victorian Catholic Schools, insight SRC)

Students also recognised the importance of the Catholic Culture of our school (top 25% of Victorian Catholic Schools, insight SRC)
Learning & Teaching

Goals & Intended Outcomes

Goals
To embed a contemporary approach to personalised learning.

Intended Outcomes
- That literacy and numeracy outcomes for all students are improved
- That students’ motivation and confidence in their learning are improved
- That literacy learning and teaching is contemporary, effective and explicit
- That learning and teaching practices reflect agreed principles of contemporary learning

Achievements

Literacy continues to be an area for focus and development. All teachers at Mother of God completed professional learning activities in supporting ESL learners with Writing. It is pleasing to see the strong results in NAPLAN data for Writing this year. It is important to note that NAPLAN is one of many elements of our assessment schedule that informs both our program development and reporting to parents.

We recognise Numeracy as an important area in which to improve learning for all students. Teachers in the P-3 area of the school, along with the Teaching and Learning leader, participated in Success in Numeracy Education (SINE) professional learning programs to further develop skills and strategies in this area. The quality of the program was so good that it has prompted Ms Jessica Patti to undertake a Masters of Education in Mathematics Education in 2012. We are very fortunate to have dedicated teachers who understand that their learning is one of the most important things that can make an impact on improving student learning. We plan for teachers in the Yr. 3-6 learning area to participate in SINE in 2012.

During 2011 we continued to work with Ms Adele Butler, former General Manager of the Australian Centre for Educational Research, in using information from Maths assessment data to further improve Teaching and Learning. Subsequently, teachers have become more skilful in using assessment data to plan to meet the needs of individual students across curriculum areas.

The opening of the Junior Learning area late in 2011 was cause for great celebration. We aim to investigate how we can better personalise learning for students in this part of the school through play-based investigations (Discovery) in 2012.

A significant part of our work in 2011 was through the Western Region Catholic Education Office, Deep Leadership for Learning Project. The focus of the project was to develop strategies to enable families at Mother of God to become more involved and engaged in their children’s learning and to assist the school to become more ‘Outward Facing’. It is one of our
core beliefs that when parents are engaged in their children’s learning, and “sit with them” in their learning, then learning is improved.

The school community had an opportunity to work with visiting educational consultant George Otero from the Centre for relational Learning in Santé Fe, New Mexico. At the initial family forum George invited parents to talk of what they liked about MOGS and to identify the values, attributes and skills they would like their children to have strengthening during their time at MOGS. George’s work with us was well received in the community and he has been invited by families to continue working with us in 2012. We all look forward to that.

It is important to note that, because of our small cohort of students in each year level, there is a wide percentage variable in the proportion of students meeting minimum standards. What is important in our view is the value added to individual children’s learning and in that area we stand very proud.

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

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<td>7.7</td>
<td>90</td>
<td>-10</td>
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<td>-1.4</td>
<td>100</td>
<td>9.1</td>
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<tr>
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<td>100</td>
<td>7.7</td>
<td>90</td>
<td>-10</td>
</tr>
<tr>
<td><strong>YEAR 3 GRAMMAR &amp; PUNCTUATION</strong></td>
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<td>90.9</td>
<td>14</td>
<td>70</td>
<td>-20.9</td>
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<tr>
<td><strong>YEAR 3 NUMERACY</strong></td>
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<td>50</td>
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<td>-40</td>
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<td>77.8</td>
<td>-22.2</td>
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<td><strong>YEAR 5 WRITING</strong></td>
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<td>18.3</td>
<td>100</td>
<td>6.7</td>
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<tr>
<td><strong>YEAR 5 SPELLING</strong></td>
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<td>0</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td><strong>YEAR 5 GRAMMAR &amp; PUNCTUATION</strong></td>
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<td>100</td>
<td>14.3</td>
<td>88.9</td>
<td>-11.1</td>
</tr>
<tr>
<td><strong>YEAR 5 NUMERACY</strong></td>
<td>75</td>
<td>100</td>
<td>25</td>
<td>88.9</td>
<td>-11.1</td>
</tr>
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</table>
Student Wellbeing

Goals & Intended Outcomes

Goals
To improve student well being

Intended Outcomes
- That student relationships with all are improved
- That principles of SEL are embedded across all areas of school

Achievements

In 2011, Mother of God School continued to employ a Student Wellbeing Leader (POL1) who provided leadership and direction in many areas related to student wellbeing.

Existing programs such as the Prep-Year 6 buddy program, Breakfast Club, AFL Multicultural Program were sustained. In particular, the Breakfast Club has become an important factor in children being alert and energetic as they begin their day of learning.

Staff support in the implementation of Restorative Practices across the whole school was provided through professional learning opportunities in relation to the philosophies and language of restorative practices, which included a refresher course on the practice of Circle Time.

Student Leadership Teams were implemented for the first time, which involved Year 6 students leading teams for ‘Environment’, ‘Social Justice’ and ‘Community Involvement’

Participation in the CEOM Student Wellbeing Festival took place for the third consecutive year with the script focusing on the links between Restorative Practices and the teachings of Jesus. The students were awarded certificates for ‘Outstanding Script’ and ‘Excellence in Soundtrack’

Regular ‘Student Support Team’ Meetings continued to be held in order to identify and provide support for those students who were identified because of a social-emotional need.
This group met fortnightly and consisted of the Leadership Team and teaching staff on a needs basis.

We held a Drug Education Forum for all families in October. This was intricately linked to our Inquiry units in the Senior and Junior school. Families reported a high level of satisfaction and enjoyment in the program and a highlight was the opportunity to work alongside of their children and have a conversation about this important issue together.

**STUDENT ATTENDANCE RATE**

<p>| | |</p>
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<tr>
<td><strong>95.15%</strong></td>
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**VALUE ADDED**

Student Wellbeing was enhanced through the adoption of a whole-school focus on Restorative practices. All staff was trained in the principles and language of Restorative Practices. Students and Parents were also introduced to the philosophies of Restorative Practices. Students participated in regular ‘Circle Time’.

The Behaviour Management Plan Policy was reviewed and updated to reflect a restorative approach to student misbehaviour.

Staff awareness of Social/Emotional Learning was raised through Professional Learning and SEL became an explicit part of classroom teaching and learning.

Student Leadership Teams were established under the following areas: Environment, Social Justice and Community Involvement. These teams organised events such as: Environment Action Day, School Disco, Police Show band Concert and ‘Make A Difference’ (MAD) Day which raised money for the Brigidine Asylum Seeker Project.

**STUDENT SATISFACTION**

Mother of God’s School Improvement Framework 2011, Student Survey indicates that students feel safe and positive in their relationships (Student Morale – 78%, placing it in the top 22% range). The School Improvement Framework 2011 also shows that students are highly motivated (Student Motivation – 94%, placing it in the top 6% range) Students identified a high level of purposeful teaching (88%) placing it at the top level. (All data is taken form the 2011 insight SRC school survey data)
Leadership & Management

Goals & Intended Outcomes

Goals
To further develop a team orientated professional learning culture

Intended Outcomes
- That staff engagement is improved
- That staff learning is improved
- That role clarity is improved

Achievements

The 2011 Mother of God Leadership Team consisted of
Gerard Broadfoot (Principal)
Matthew Shawcross (Deputy Principal & Student Wellbeing Coordinator)
Michelle Buckley (Learning & Teaching Coordinator and Literacy Leader)

The major focus of leadership in 2011 was the participation in the Deep Leadership program with Catholic Education Office, Western Zone. Through this program we explored how, as leaders, how might we more fully engage our families in their children's learning.

Staff retained in a program year from the previous year was 80%. The average attendance rate per staff member was as follows: 92.44% (Teaching staff; 91.77% Non-teaching staff; 93.3% Student attendance rate was 95.15% (CEOM SIR). All staff committed to extra curricula programs throughout the year including: camps, working bees, parent forums excursions, weekend attendance at professional learning programs and personal study etc.

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
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<tbody>
<tr>
<td>DOCTORATE</td>
<td>0%</td>
</tr>
<tr>
<td>MASTERS</td>
<td>14.29%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>14.29%</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>14.29%</td>
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<tr>
<td>DEGREE BACHELOR</td>
<td>42.86%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>28.57%</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>14.29%</td>
</tr>
</tbody>
</table>
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2011

Professional Development programs we participated in 2011 included:
- Deep Leadership for Learning (6 days) Catholic Education Office Western Zone
- Social and Emotional Learning Forum (4 days) Catholic Education Office Melbourne
- Teaching English as a Second Language Graduate Diploma University of Melbourne
- Restorative Practices (3 days) Catholic Education Office Melbourne
- Student Wellbeing/Arts program (3 days) Catholic Education Office Melbourne
- SINE 1-2 (3 days) Catholic Education Office Melbourne
- Kathy Walker Developmental Play
- Parent Partnerships (George Otero)

We also actively participated in the following networks:
- Western Zone Principals Network
- Western Zone Deputy Principals Network
- Literacy Leader Network
- Student Wellbeing Network

NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 15 (100% of staff)

AVERAGE EXPENDITURE PER TEACHER FOR PL | $1685

TEACHER SATISFACTION

Insight SRC data indicates staff recognition of:
- High levels of school and individual morale (top 25% of Catholic schools)
- Teamwork as an important part of our school culture (top 25% of Catholic schools)
- Being empowered in their work (top 25% of Catholic schools)
- Recognition and appraisal (top 5% of Catholic schools)
- A quality teaching and learning culture at Mother of God with parent partnerships, teacher confidence, engaging practice and quality teaching consistently in the top 25% of Catholic schools.
School Community

Goals & Intended Outcomes

Goals
To further develop the links between the school, parents and the wider community

Intended Outcomes
- That parent involvement in the school is enhanced
- That school/family learning partnerships are strengthened
- That there is growth in enrolments
- That parent engagement in their child’s learning is enhanced

Achievements

Mother of God School deeply acknowledges the ongoing support and contribution of our families, and wider community, to the improvement of our school. In particular we acknowledge the contribution that has been made possible in this area by Greg Woolford, Cluster coordinator (Smarter Schools National Partnerships Program)

Participation in the Deep Leadership action research project with the Catholic Education Office (Western Zone) enabled us to work closely with families and work specifically on how we can work more collaboratively in an effective learning partnership. As part of the action Research project we explored aspects of the following questions:

1. How might school leaders create a more outward facing school?
2. What might school leaders in culturally and linguistically diverse schools do to involve and engage parents and carers in their children’s learning so that it becomes more personalised?
3. What might school leaders do to enable and enhance the capacity of families to be engaged in their children’s learning?

Our school hosts the Dinka Language and Community school every Saturday where over 50 young Sudanese learn about their rich culture. A group from the Democratic Republic of the Congo also began using our school facilities as a place to gather as a community each Sunday. It is pleasing that our facilities are used 7 days a week.

Our links with the community include:

- Australian Institute of Sport (Active After School Communities)
- AFL Multicultural Program
- Western Bulldogs Friendly School program with Victoria University
- Kinda Kinder program (Victoria University)
- Cultivating Community (MOGS School Garden program)
- School Focused Youth Services
- Brigidine Asylum Seeker Project
- Support of Caritas Australia
- Brimbank Council
PARENT SATISFACTION

Internal data suggests a very high level of parent satisfaction in areas of learning and teaching programs, student wellbeing and family learning partnerships.

The Deep Leadership program sought parents’ views on what they liked about our school, what they would like to see improved and how we could work together (school and home) to achieve this. This work continues to inform our programs going forward and places the learning partnership (home and school) at the heart of how we work.
### IMPROVEMENT TARGETS/MILESTONES

Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.

### IMPROVEMENT STRATEGIES

Improvement strategies the school developed in 2011 to meet the improvement targets.

#### Learning and Teaching
- To embed a contemporary approach to personalised learning
- Development of games library, mP3 players for literacy at home
- Development of bi-lingual resources
- Establishment of Learning Club (Mondays after school)

#### Leadership and Management
- To further develop a team orientated professional learning culture
- Inclusion of parents in school visits to see best practice in other settings

#### School Community
- To further develop the links between the school, parents and the wider community
- Deep Support for Learning project included parent voice in strengthening school culture
- School website updated and inclusive of communication portals
- Family forums with George Otero
- Dinka school (Saturdays)
- Congolese (DRC) community gatherings (Sundays)
- Provision of low-cost internet access for families
- Kinda Kinder program established

### 2011 OUTCOMES

The achievements in 2011 in relation to these improvement strategies.

#### Learning and Teaching
- Development of games library, mP3 players for literacy at home
- Development of bi-lingual resources
- Establishment of Learning Club (Mondays after school)

#### Leadership and Management
- Inclusion of parents in school visits to see best practice in other settings

#### School Community
- Deep Support for Learning project included parent voice in strengthening school culture
- School website updated and inclusive of communication portals
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- Provision of low-cost internet access for families
- Kinda Kinder program established

### 2012 PLANNED PROGRESS

Further build on learning partnerships between school and home by continuing to work with George Otero. Possible inclusion in study tour to Sante Fe, development of MOGS Learning Guarantees co-created with students, families and staff, whole of school participation in professional learning activities

### SMARTER SCHOOLS NATIONAL PARTNERSHIP FUNDING

The National Partnership (NP) your school is participating in

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>2011 Direct SSNP funding</td>
<td>$60,384</td>
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<tr>
<td>2011 Indirect SSNP funding</td>
<td>$58,373</td>
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<tr>
<td>2011 State NP actual allocation</td>
<td>$118,757</td>
</tr>
<tr>
<td>2011 School Co-investment</td>
<td>$12,000</td>
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<tr>
<td>2012 Notional SSNP budget allocation</td>
<td>$110,000</td>
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- 2011 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).
- 2011 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).
- 2011 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2011. This may not be applicable to all schools.
- 2011 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2011 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
- 2012 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2012.

Please note expenditure at the school level may not have been spent in the year the direct support was received.
### Financial Performance

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<th>Modified Cash</th>
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<tr>
<td><strong>Recurrent income</strong></td>
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<tr>
<td>School fees</td>
<td>-</td>
</tr>
<tr>
<td>Other fee income</td>
<td>27,191</td>
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<td>Private income</td>
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<tr>
<td>State government recurrent grants</td>
<td>301,774</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>891,664</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
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</tbody>
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| Recurrent Expenditure                    |               |
| Tuition                                 |               |
| Salaries; allowances and related expenses| 777,723       |
| Non salary expenses                     | 205,020       |
| **Total recurrent expenditure**         | **982,742**   |

| Capital income and expenditure          |               |
| Tuition                                 |               |
| Government capital grants               | 250,000       |
| Capital fees and levies                 | 24,909        |
| **Total capital income**                | **274,909**   |
| **Total capital expenditure**           | **449,316**   |

| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) |               |
| Total opening balance                   | 9,000         |
| Total closing balance                   | 46,000        |

*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 VROA 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.