



St Mary's School Hampton

2022 Annual Report to the School Community



Registered School Number: 1231

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report.....3

Vision and Mission.....4

School Overview.....5

Principal’s Report6

School Advisory Council Report.....7

Catholic Identity and Mission.....8

Learning and Teaching.....11

Student Wellbeing17

Child Safe Standards.....21

Leadership.....24

Community Engagement28

Future Directions30

Contact Details

ADDRESS	59 Holyrood Street Hampton VIC 3188
PRINCIPAL	Matthew Sweeney
TELEPHONE	03 9521 9335
EMAIL	principal@smhampton.catholic.edu.au
WEBSITE	www.smhampton.catholic.edu.au
E NUMBER	E1114

Minimum Standards Attestation

I, Matthew Sweeney, attest that St Mary's 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 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St. Mary's is a safe and inclusive community that fosters strong, positive relationships in an engaging and empowering learning environment. We are committed to lifelong learning and making a difference in our world

As a learning community, we are committed to:

- Our faith community, fostering a collaborative environment where all students and teachers are empowered to reach their full potential.
- Ensuring learning for our students is a continuum and promotes lifelong learning
- Achieving a high level of student engagement and teacher efficacy through ensuring a culture of sharing and mutual support
- Planning a curriculum that has entitlement for all, is inclusive and promotes high expectations for all students
- Creating authentic links to the local and global community
- Maximising the use of technologies to optimise learning for all.

School Overview

St Mary's School is a co-educational Catholic primary school, located in the Bayside suburb of Hampton, catering for students from Prep (Foundation Year) to Year Six. The school has a current enrolment of 262 students. The school was originally established in 1924 under the guidance of the Presentation Sisters, who continued to operate the school until the 1970s.

We provide a safe and collaborative learning environment that supports and promotes the principles of Australian Democracy including a commitment to the elected government, the rule of law, equal rights of all before the law, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

Our school motto 'Friends, Family Community - Together we Grow' sums up the positive community feel that we strive to maintain and that is valued so highly amongst staff, students, and parents.

Our "RICH" Values of Respect, Inclusion, Compassion and Honesty are visibly at the centre of daily life at St. Mary's. We strive to live out these values each day in everything we do.

Principal's Report

In preparing this Annual Report, I have found it an exercise that again engenders in me a sense of great pride in our school community in just how much we achieved together in 2022. The year saw a return to full-time onsite schooling after two previous years of on-and-off remote learning. For our Prep and Year One students, this was the first year of any face-to-face education they experienced. I can vividly recall the high levels of energy and excitement when children entered the gates on the first day of the 2022 school year. Children, parents and staff alike were excited to be face-to-face, although with there still being underlying trepidation about what was ahead.

As a community, we worked tirelessly together over the following months as we continually adapted to absenteeism due to COVID, staff shortages and the like. For many children, the adjustment back to onsite schooling was seamless, whereas for others it presented new challenges. For our youngest and most senior students in particular, but also evident across all levels, children were re-adapting to the social world. I am incredibly proud of the way our staff and families worked together to support the students in making this transition. One of the key strengths of our school has been its prioritising of Student Wellbeing. This was never more so the case as we navigated 2022 together. If there was one moment in time that encapsulated our incredible journey together over the year, and indeed the previous two years, was the performances of our school production *The Little Mermaid Jnr*. To have our whole school community gathered together to watch our incredible students perform at such a high standard was a moment that I think many of us thought to ourselves "We're back!" The journey to put the production together, even in the face of ongoing absences due to COVID (at one point our Performing Arts Teacher was rehearsing with half a cast!) sums up the journey that was 2022, resulting in something truly spectacular.

2022 was the third and penultimate year of our current School Improvement Cycle. This report outlines how the school continued to implement strategies, working toward the goals and intended outcomes set within our 2020-2023 School Improvement Plan. Our major improvement focus in 2022 was around writing (including spelling). The full implementation of the multisensory phonics program *Little Learners Love Literacy* and a focus on the explicit teaching of writing and spelling from Prep-Year Six ensured that evidence-based targeted teaching maximising learning progression for all students. This major focus as well as other priorities identified in our 2022 Annual Action Plan are outlined in detail in this report. A number of sets of data were collected over the course of the year to assist us in measuring our strengths, and opportunities for future improvement and to measure progress. These data sets are included in this report.

I would like to acknowledge and thank the incredible staff of St Mary's, whose genuine care and dedication to best practice and doing the best for every student is evident every day. Thank you to our wonderful St Mary's families for your support in working in partnership with the school so closely. And finally, the amazing St Mary's student, of whom we are all very proud. The message I continually hear from former parents of students who have graduated from Year Six is how well they adapt and go on to excel not just academically, but even more importantly due to their strong character development and leadership capacity. This is a credit to the hard work of the staff, students and parents of our very special community.

Matthew Sweeney

School Advisory Council Report

The SAC continues to provide a forum for discussion, where parent voice and community perspectives inform and support school decision-making and where students' wellbeing and outcomes are paramount.

2022 saw a full return to onsite schooling after extensive periods of remote learning. Upon the return to onsite schooling, our community continued to work together to continually adapt to the challenges brought by high absenteeism due to COVID-19.

During 2022 the SAC supported the school in the following ways:

- Articulating and enacting the school's vision and mission.
- Promoting the school's Catholic ethos and culture, promoting faith formation and development.
- Supporting school policies as required.
- Discussing child safety standards
- Giving advice to the principal and deputy principal on issues such as school improvement plans, school charter and enrolment trends.
- Engaging in discussions with the principal and deputy principal about the annual school budget and other financial matters.
- Giving advice to the principal and deputy principal about the school masterplan.
- Providing capital resource advice and support to the principal and deputy principal.
- Planning for future enrolments and promoting the school in the local community. A St Mary's Facebook page was created, and a virtual tour video professionally filmed and developed as a result of SAC recommendations.
- The SAC surveyed all new families in 2022 to find out about their experience of transitioning into the St Mary's school community. The overwhelmingly common message was that St Mary's is a warm and positive learning environment, where authentic relationships and the RICH values of the school are evident. Parents were impressed with the strength of character and leadership capability of the Year Six students.

Paula Cunniffe

Chairperson

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

- To maximise teacher impact and learning growth of all students through an evidence-based learning and teaching cycle.
- To embed deep learning and student self-efficacy and agency in a culture of growth for all.

Intended Outcomes:

- That an evidence-informed learning and teaching cycle is utilised to maximise learning growth and progression for all students.
- That a shared vision of our St Mary's Catholic Identity will be developed
- That students are challenged and motivated to take ownership of their learning as self-regulated and self-determined learners.

Achievements

All staff, students in Years Four-Six, and all parents were invited to complete the Enhancing Catholic Identity Survey in 2022. Data indicated that our staff strongly identify with and recognise our school's Catholic identity as one that recontextualises the Catholic faith for a modern context in a pluralist, multi-faith society.

Our staff identify strongly with and see our school as a 'Recontextualising' school; where our Catholic identity is responsive to and in dialogue with the modern, pluralist, and multi-faith society we live in, whilst still valuing our Catholic tradition. Our staff recognise our school as one that promotes meaning-making and dialogue and recontextualises the Catholic tradition that is meaningful in a modern context.

The students in this school are not homogeneous but can be described as a community composed of different views, beliefs, and practices. Our students hold belief in the Catholic tradition but want to be open to different perspectives, faiths, and viewpoints.

Our students identify strongly with Values Education as well as recontextualising the Catholic tradition in the modern context. There has been a decrease in the student's identification with 'Recontextualisation' since the survey was last completed in 2018, with an increase back towards a more literal ("reconfessional") viewpoint, which can be attributed to the lack of opportunity to engage in opportunities to engage with and learn about our school's Catholic identity during 2020-2021 due to COVID.

Since 2018 there has also been an increase in students who identify with secularisation, which can also be attributed to a lack of opportunity to engage with our Catholic identity more fully during the COVID years.

This does however provide the school with a strong base to continue to rebuild students' understanding of and perception of our school as a 'Recontextualised' Catholic school.

Unfortunately, there was not a large enough sample to provide data for the parent survey, with only a few parents completing the survey.

All staff, students in Years Four-Six, and all parents were invited to complete the MACSIS Survey in 2022. Staff perceptions about the Catholic identity of the school are above MACS average and have increased significantly from 2021 data. Teachers' perceptions of faith leadership and the particular dimensions of Catholic Identity in school life are above the MACS average.

Family and student perceptions of the Catholic Identity of the school are below the MACS average for 2022 due to the lack of opportunities caused by COVID in 2020 and 2021. This is a drop in student perception pre-COVID results in 2019 which were slightly above the MACS average.

Unfortunately, only 32 parents completed the MACSIS Survey in 2022 with only 13 of those with students in Prep-Year 4, making it difficult to fully ascertain the perception of parents in Prep-Year 4 from this data. Nevertheless, the data indicates that families' perceptions of and engagement with the overall Catholic identity of the school has increased from 2021 levels which does suggest that opportunities to engage families in the Catholic identity of the school has had an impact.

VALUE ADDED

The school implemented the following Key Improvement Strategies in 2022:

Staff formation in prayer culture and Sacraments to develop a shared vision of our Catholic Identity

- Formation of whole staff on Catholic Identity looking at five elements of Catholic identity
- Build teacher content knowledge through Professional Learning Team Meetings and Staff Meetings on our Religious Education Curriculum Framework and elements of/forms of Prayer
- Teacher professional learning on assessment in Religious Education; assessing across the sub-strands
- Teacher team dialogue and collaboration on deepening content knowledge, planning and assessment design through PLTs
- Professional Learning on Pedagogy of Encounter for recontextualisation
- Engaging with Catholic Mission to deepen teacher understanding of Social Justice and Catholic Social Teaching

Opportunities for student and parent engagement in prayer culture and sacraments, and for student-led Social Justice Projects

- Family faith formation through Sacramental Parent Nights (Reconciliation, First Eucharist, Confirmation)
- Year Six Social Justice Leaders meeting weekly with Religious Education Leader
- Student-led development of School Prayer
- Inclusion of Acknowledgement of Country at all liturgies, masses and assemblies

- Student Representative Council (SRC) and Year Six Social Justice Leaders leading Caritas Project Compassion for Lent, Vinnies' Christmas Appeal,
- Whole-school liturgies: Beginning of Year; Ash, Wednesday, ANZAC Day; Holy Week, St Mary's Feast Day (tied in with Reconciliation Week), Mother's Day, Father's Day, Remembrance Day, End of Year
- Graduation Mass for Year Six students
- Preparation of students and liturgies for Sacraments of Reconciliation (Year 3), Eucharist (Year Four), Confirmation (Year Six)
- Year-level visits to Fr James in St Mary's Church to learn about symbols, rituals, and Sacraments
- Opportunity for students and parents to engage with prayer through the creation of a whole school Lenten Sacred Space in the hall, with year-level prayer space contributions and Whole School Easter Paraliturgie prepared and led by Year 4 students.
- Student Representative Council (SRC) and Year Six Leadership leading social justice projects, also linked to Faith-Based Inquiry units of work, including
- Student-led Social Justice Projects through FBI, Year 6 Leadership and SRC

Learning and Teaching

Goals & Intended Outcomes

Goal:

- To maximise teacher impact and learning growth of all students through an evidence-based learning and teaching cycle.

Intended Outcome:

- That an evidence-informed learning and teaching cycle is utilised to maximise learning growth and progression for all students.

Goal:

- To embed a performance and development culture that ensures staff know their impact on student growth and progress.

Intended Outcomes:

- That powerful teaching and deep learning are central to a rigorous performance and development cycle.
- That induction, mentoring, professional learning and feedback processes support and challenge staff at all levels of the school.

Goal:

- To embed deep learning and student self-efficacy and agency in a culture of growth for all.

Intended Outcomes:

- That students are challenged and motivated to take ownership of their learning as self-regulated and self-determined learners.
- That parents are engaged and empowered to support student learning.

Achievements

The school implemented the following Key Improvement Strategies in 2022:

Build the capacity of Professional Learning Teams to collaboratively plan instruction in writing (including spelling) using evidence-based teaching strategies

- Professional Learning and Professional Learning Team focus on analysis of writing assessment data using the Traits of Writing and Scribbi digital platform, in order to improve moderation for consistent teacher judgments aligned to English Achievement Standards.
- A whole-School writing curriculum plan developed with a focus on the Traits of Writing
- Establishment of a whole-school approach to spelling instruction, based upon the Little Learners Love Literacy multisensory language approach already implemented in Prep-Year 2, with English planners reviewed and redeveloped accordingly
- LLASS pre- and post-test assessment data tracking used to identify zone of proximal development (ZPD) for students across Prep-year 2

- Process and templates for assessment, tracking and monitoring of Year 3-4 spelling developed, based upon LCLASS model
- Little Learners Love Literacy consolidation of practice in Prep-Year Two classrooms and new staff trained. Year Three teachers also trained in LLLL in order to support students requiring additional support and to inform practice in the implementation of the whole school spelling approach.
- Peer observation opportunities with a focus on implementation of spelling approach strategies and practices, with a focus on middle and senior school teachers observing junior school teachers who had implemented LLLL phonics program in 2021
- Writing assessment data used as a basis for professional dialogue and feedback as part of teaching and learning cycles

Implementation of Whole School Intervention Framework

- Professional Learning for whole staff on St Mary's Intervention Framework processes
- Learning Diversity Team was established, comprised of Principal, Learning Diversity/Student Wellbeing Leader, and Literacy/Maths Learning Leader, meeting fortnightly to track student and cohort data and monitor interventions

High-performing students extended through maths problem-solving groups

- Maths Explorer and Maths Olympiad groups implemented throughout the year led by Mathematics Learning Leader

STUDENT LEARNING OUTCOMES

NAPLAN (National Assessment Program Literacy and Numeracy)

Year 3

In Year 3 Reading, our school mean score was well above the state, with half of our lower 50th percentile of students achieving above the state mean. In Year 3 Writing, our school mean was above the state mean by a reasonably significant amount, and our lower 25th percentile was above the lower 50th percentile in the state. Our higher 25th percentile of students had also increased and is now above the state's top 25th percentile of students. This indicates that our writing focus has increased our results.

In Year 3 Spelling, our school mean score was above the state mean and was our best result for many years. Our lower 50th and top 50th percentile of students performed slightly higher than the state indicating that our focus on lifting overall spelling results is moving us in the right direction.

In Year 3 Grammar and Punctuation, our school mean score was slightly above the state mean, with our lower 50th and top 50th percentile of students achieving above or equal to the state.

In Year 3 Numeracy, our mean score is above the state mean. Our top 25th percentile of students is slightly higher than the top 25th percentile in the state. Similarly, our lower 25th percentile is slightly lower than the 25th percentile in the state. This shows a decline in our past results and indicates that Maths Problem-Solving needs to become a focus.

Year 5

In Year 5 Reading, our school mean was well above the state, with our lower 50th percentile of students achieving well above the state mean and our top 50th percentile above the mean. This does indicate a dip in our Year 5 reading results across past years, so this will be addressed with a minor comprehension focus.

In Year 5 Writing, our school mean was above the state mean, and our lower 25th percentile was well above the lower 25th percentile in the state matching the state's lower 50th percentile. In addition, our higher 25th percentile of students was slightly higher than the higher 25th percentile in the state.

In Year 5 Spelling, our school mean was slightly above the state mean, with our lower 50th and top 50th percentile of students performing slightly above the state mean. This indicates that we still need to fine-tune our middle to senior spelling programs and results.

In Year 5 Grammar and Punctuation, our school mean was above the state with our lower 50th and top 50th percentile of students performing slightly above the state mean.

In Year 5 Numeracy, our school mean was above the state. Our top 50th percentile in the state is working well above the state. In addition, our lower 50th percentile of students is achieving higher than the state's mean. Similarly, our lower 25th percentile is well above the lower 25th percentile in the state. This does indicate a decline in the previous year's results which would suggest a Maths Problem Solving focus is needed.

English

Progressive Achievement Tests (PAT) Reading

Students in Years Prep-Six complete PAT Assessments in Reading in October, assessing Reading Comprehension. Each student cohort from Years 1-6 exceeded the expected mean score. 38% of students in Years 1-6 were working above the expected level, with 49% at the expected level and 14% below the expected level.

TORCH Reading Comprehension

Torch is a standardised pencil and paper test that measures reading comprehension completed by students in Years 3-6 in June.

- 55% of students were working above (1 year or more years) the expected level, 31% at the expected level, and 14% below (1 year or more years) the expected level.

Reading Text Levels

- 78% of Prep students reached or exceeded the school target of Level 10. 8% did not reach the benchmark of Level 5
- 90% of Year 1 students reached or exceeded the school target of Level 20. 2% did not reach the benchmark of Level 15.
- 89% of Year 2 students reached or exceeded the benchmark of Level 28.

Phonics and Spelling

Little Learners Assessment of Reading Skills (LLARS)

The LLARS is used to assess phoneme-grapheme knowledge, single-word decoding (real words and non-words), heart words (high-frequency words), and the reading of unseen decodable texts (including fluency and comprehension).

- 85% of Prep students met the expected target 62% of Prep students exceeded the expected target
- 86% of Year 1 students met the expected target 52% of Year 1 students exceeded the expected target

PAT (Progressive Achievement Tests) Spelling

- 48% of Year 3-6 students were working above the expected standard, with 44% working at the expected standard and 8% below the expected standard.

SWST - Single Word Spelling Test

- 27% of Year 3-6 students were working above the expected standard, with 46% working at the expected standard and 27% below the expected standard.
- The data demonstrates that our new multi-sensory language approach to structured synthetic phonics has impacted student outcomes. In 2023, this will now be the Whole School Approach.

Mathematics

PAT (Progressive Achievement Tests) Mathematics

42% of Year 1-6 students exceeded the expected mean score. 47% achieved the expected mean score. 11% of Year 1-6 students scored below the expected mean score.

Essential Assessment: Mathematics (End of Year)

- Year 1: 26% at the expected standard, 52% above the expected standard, 24% well above the expected standard
- Year 2: 7% below the expected standard, 19% at the expected standard, 45% above the expected standard, 31% well above the expected standard
- Year 3: 3% below the expected standard, 47% at the expected standard, 33% above the expected standard, 19% well above the expected standard
- Year 4: 5% below the expected standard, 41% at the expected standard, 31% above the expected standard, 26% well above the expected standard
- Year 5: 12% below the expected standard, 28% at the expected standard, 49% above the expected standard, 14% well above the expected standard
- Year 6: 42% at the expected standard, 50% above the expected standard, 11% well above the expected standard

The following programs and strategies are in place to improve student learning outcomes, review curriculum and teaching practices, and to set goals and targets for outcomes (including students at risk).

- Fortnightly teacher team dialogue as part of four-week teaching and learning cycles facilitated by Literacy and Maths Learning Leader through Professional Learning Team Meetings and weekly Year Level Team collaborative planning, with a focus on evidence

- Teacher teams collaborated to identify student learning intentions and success criteria for groups of students across their year level using a teaching and learning cycle process of 'Design, Evaluate & diagnose, Prioritise and set goals, Develop & Plan, Implement & monitor, Review and reset.
- The Learning Diversity Team meets fortnightly to track whole school and individual student data, review intervention programs and set whole school targets
- Intervention teachers for English and Mathematics and Learning Support staff providing additional teacher focus groups and providing intervention programs, for example, LFIN (Learning Foundation in Number), LLLL (Little Learners Love Literacy), Fitzroy Readers, Mini-Lit and Multi-Lit, Maths Games and maths Olympiad extension groups.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.4	-	100.0	2.6
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	97.4	-	100.0	2.6
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	97.4	-	100.0	2.6
YR 05 Grammar & Punctuation	-	100.0	-	97.7	-2.3
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	97.7	-2.3
YR 05 Spelling	-	97.6	-	100.0	2.4
YR 05 Writing	-	100.0	-	100.0	0.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal:

- To maximise teacher impact and learning growth of all students through an evidence-based learning and teaching cycle.

Intended Outcome:

- That an evidence-informed learning and teaching cycle is utilised to maximise learning growth and progression for all students.

Goal:

- To embed a performance and development culture that ensures staff know their impact on student growth and progress.

Intended Outcomes:

- That powerful teaching and deep learning are central to a rigorous performance and development cycle.
- That induction, mentoring, professional learning and feedback processes support and challenge staff at all levels of the school.

Goal:

- To embed deep learning and student self-efficacy and agency in a culture of growth for all.

Intended Outcomes:

- That students are challenged and motivated to take ownership of their learning as self-regulated and self-determined learners.
- That parents are engaged and empowered to support student learning.

Achievements

The school implemented the following Key Improvement Strategies in 2022:

- The Ripple digital platform was fully implemented across Years 1-6 to gather timely student wellbeing data and to improve the effectiveness of wellbeing interventions, with students able to complete a quick visual check-in survey on a device each day. Students respond to a range of questions around how they are feeling in areas such as sleep, food, friendships, and safety. Ripple data used to identify individual students that require intervention at Tier One, Two or Three of the St Mary's Intervention Framework and to inform future teaching in Social Emotional Learning (SEL) lessons for individual classes, year levels or small group cohorts. Ripple data may also be used to support discussions with parents about a child's wellbeing.
- Peaceful Classrooms was implemented in targetted classrooms to support students to develop ongoing mindfulness practice, learn about mindfulness and to be able to embed it into their daily lives. The school's Wellbeing Teacher (with an increased FTE) facilitated cycles of weekly sessions across targetted cohorts of students who had been

identified as priorities for support in developing emotional resilience upon a return to onsite schooling.

- The school engaged a psychologist to offer private onsite sessions for students and families.

VALUE ADDED

- Wellbeing teacher allocated FTE 0.4 to: team teach Peaceful Classrooms program in targetted year levels; facilitate Peaceful Kids Tier 2 Intervention Program for students requiring additional support and; facilitate Seasons Tier 2 Intervention Program for children experiencing grief and loss; facilitate one on one check in sessions to support social-emotional wellbeing
- Assistance dog-in-training 'Arlo' onsite two days a week, supporting students during Tier Two intervention programs and one on one check-ins with students by Wellbeing Teacher
- Prep Wellbeing Parent Seminar - Five Secrets to Building Confidence and Resilience
- Student Wellbeing weekly agenda item at Professional Learning Team (PLT) meetings and staff meetings
- Flow Club introduced at lunchtimes, providing space for mindful activities and socialisation opportunities for all students from Prep-Year Six
- Lunch Clubs: Garden Club, Yoga, Dance Club, Flow Club and Choir
- Daily mindfulness brain breaks as part of transitions during school day in all classrooms
- Ripple online daily wellbeing check-in Years 3-6
- Student Representative Council meeting fortnightly with Student Wellbeing Leader or Religious Education Leader to lead wellbeing and social justice initiatives
- Say No to Bullying Day
- Prep Buddy Program with Year Six students
- Year Five students allocated and introduced to new Prep buddies as part of Prep Orientation Program for 2023 students
- Program Support Group Meetings for students requiring Supplementary, Substantial, or Extensive learning adjustments
- Class Teachers and Learning Support Officers allocated time throughout each term to monitor and review strategies related to Personalised Learning Plan goals for students requiring Supplementary, Substantial, or Extensive learning adjustments

STUDENT SATISFACTION

Students in Years Four, Five and Six participated in MACSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey), which provided a snapshot of student perception data. The data demonstrated a drop in student perception data from previous years. It is notable that perception data for students in the Middle School (Year 4) was very different from that of students in the Senior School (Years 5 and 6). This correlates with the anecdotal experience in the school that our Year 5 and 6 students experienced considerable challenges in terms of social-emotional wellbeing as a result of two years of COVID and remote learning and then adapting back to onsite schooling. A return to full-time onsite learning brought so many positives in terms of social engagement but nevertheless posed challenges for many students in navigating social relationships and interactions, managing self-regulation, increased levels of anxiety and reduced levels of resilience. This was particularly the case for our senior students who returned from the isolation of lockdown to find themselves navigating more complex social relationships and sense of self, as well as for our youngest students in Prep who had missed out on much onsite Kindergarten and the opportunity to develop core social and self-regulation skills and the development of independence.

Resources were targetted to this area of the school, through the Peaceful Classrooms program, Peaceful Kids, regular one-on-one small group check-in sessions and access to an onsite psychologist. 2022 saw an increase in the number of students supported with Personalised Learning Plans with goals and strategies to support social-emotional wellbeing. The staffing allocation for a Wellbeing Teacher to work in partnership with the Student Wellbeing Leader was increased over the course of 2022 to help respond to the increased need that was increasingly evident as the year progressed.

The student perception data indicated that areas of strength for the school were in how much the students feel that the teachers hold them to high expectations of their effort, understanding persistence and performance. Students' learning dispositions (their mindset about themselves as a learner) is also a strength. The level to which students feel they are valued members of the community is also a strength. For our Year Four students, student perception data was higher than the MACSIS school average across most areas, including Student Voice, Student Safety, School Belonging, Teacher Student Relationships, School Climate and Engagement.

STUDENT ATTENDANCE

St Mary's manages student non-attendance through the electronic student attendance roll. Parents are required to phone or email the school office in the morning to report a child's absence; otherwise, the school phones parents to determine the reason for a student's absence and ensure their wellbeing. Parents or guardians must sign students in or out if children leave early or arrive late. The data is entered into the roll. Students with high levels of unexplained absence are followed up with parents by the Principal/Deputy Principal. The days absent are included in the child's report. Students who learned remotely due to testing positive for COVID-19 were provided with online learning materials to access during their absence to ensure continuity of learning.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.4%
Y02	87.3%
Y03	89.8%
Y04	90.0%
Y05	87.3%
Y06	88.2%
Overall average attendance	88.5%

Child Safe Standards

Goals & Intended Outcomes

St. Mary's continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St. Mary's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

In 2022, St Mary's reviewed and implemented revised policies, procedures and practices to meet the new 11 Child Safety Standards.

Achievements

Child Safe Standard 1 – Culturally safe environments

- Implementation of MACS Child Safety and Wellbeing Policy, Pastoral Care Policy,
- Inclusion of acknowledgment of country at all assemblies, masses and liturgies
- Review of Indigenous perspective as part of Units of Inquiry
- Learning focus on Sorry Day and NAIDOC Week
- Respectful Relationships curriculum embedded into Social Emotional Learning weekly lessons
- Restorative practices as part of Student Behaviour Policy and processes

Child Safe Standard 2 - Leadership, Governance and Culture

- Child Safety and Wellbeing Policy reviewed and implemented
- Revised Commitment to Child Safety reviewed and promoted
- Risk Register revised annually by Wellbeing Team
- School Advisory Council briefed on Child Safety standards and practices
- Child Safety Modules completed by all staff
- Revised Child Safety Code of Conduct reviewed and implemented signed by all staff contractors and volunteers
- Wellbeing team meeting fortnightly to review wellbeing and safety policies and practices

Child Safe Standard 3 - Child and student empowerment

- Inquiry and SEL Curriculum Plan includes units focusing on civics and citizenship, personal health and safety, help, promoting seeking behaviours and student voice
- Class agreements developed across P-6 promoting a culture of student voice and empowerment
- Child Safety Standard Student Version reviewed and promoted by SRC
- Revised Complaints Handling Policy reviewed and implemented
- Cybersafety incursion sessions Years 3-6 and parent seminar

- Peaceful Kids program to support student's social-emotional learning
- SRC meeting fortnightly as opportunity for student input into student wellbeing and safety matters
- Roar child safety student incursion on help-seeking behaviours

Child Safe Standard 4 – Family engagement

- Engaging Families in Child Safety Policy implemented
- Parent seminars on student wellbeing building confidence and resilience in students and developing problem-solving strategies for student agency
- Cybersafety parent seminar
- ROAR child safety parent seminar

Child Safe Standard 5 – Diversity and equity

- Respectful Relationships Curriculum embedded across Prep-Year 6 as part of weekly Social-Emotional Learning (SEL) lessons
- Parent Night on Child Safety
- School's RICH values unpacked with students in classrooms incorporating diversity and equity

Child Safe Standard 6 - Suitable staff and volunteers

- Revised Working With Children Check Policy implemented
- Revised Reportable Conduct Policy implemented
- Revised Recruitment Policy implemented
- Revised Teacher Registration Policy implemented

Child Safe Standard 7 - Complaints processes

- Revised Complaints Handling Policy implemented
- Revised Protect - Mandatory Reporting Policy implemented
- Staff Professional Learning on Mandatory Reporting including completion of Mandatory Reporting modules by all staff

Child Safe Standard 8 - Child safety knowledge, skills and awareness

- Staff involved in the review and implementation of new child safety standards and related policies
- Staff completion of the PROTECT - Mandatory Reporting online modules
- Child Safety Policy online modules completed by all staff
- Parents and Volunteers informed of Child Safety policy related roles and responsibilities including Working With Children Checks and Child Safety Code of Conduct
- ROAR incursion and parent seminar on help-seeking behaviours
- Staff professional Learning with Roar on child safety

Child Safe Standard 9 - Child safety in physical and online environments

- Revised Acceptable use of ICT policy implemented
- ICT agreements for students Prep-Year 2 and year 3-6 and for parents
- Supervision arrangements for playground
- Revised Student Behaviour implemented
- Revised Anti-Bullying Policy (including Cyber bullying) implemented
- Playground Zones revised by SRC

Child Safe Standard 10 – Review of child safety practices

- All child safety policies and procedures were reviewed in 2022 as part of the implementation of the new Child Safety Standards

Child Safe Standard 11 – Implementation of child safety practices

- All child safety policies and procedures were reviewed in 2022 as part of the implementation of the new Child Safety Standards

Leadership

Goals & Intended Outcomes

Goal

- To embed a performance and development culture that ensures staff know their impact on student growth and progress.

Intended Outcome

- That powerful teaching and deep learning are central to a rigorous performance and development cycle.
- That induction, mentoring, professional learning and feedback processes support and challenge staff at all levels of the school.

Achievements

The school implemented the following Key Improvement Strategies in 2022:

Develop a framework for peer feedback to support professional growth:

- Peer observation opportunities with a focus on implementation of spelling approach strategies and practices, with a focus on middle and senior school teachers observing junior school teachers who had implemented Little Learners Love Literacy phonics program
- Writing assessment data used as a basis for professional dialogue and feedback as part of teaching and learning cycles in Professional Learning Teams
- Leadership Team working with Consultant Tony Dalton on developing feedback protocols for staff
- Staff professional learning on feedback
- Staff professional learning on teamwork and collaboration
- Appreciative Inquiry process for staff as part of Annual Review Meetings and for setting professional learning goals
- Induction of new staff joining the school at the commencement and during the year, involving level partners and members of leadership team, including team teaching opportunities with handover teachers
- Handover meetings at end of year

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Ripple platform for tracking and monitoring student wellbeing
- Developing Behaviour Support Plans and Student Safety Plans
- Connecting Sustainability to Catholic Social Teaching

- Mandatory Reporting
- Child Safety - recognising forms of abuse, teaching help-seeking behaviours (ROAR)
- Revised Child Safety Standards
- Little Learners Love Literacy
- Scribbi Platform for assessing writing using the traits of writing
- Feedback
- Emergency Management
- Intervention Framework
- NCCD learning adjustments
- Collaboration and Teamwork - Being our Best Team
- Pedagogy of Encounter
- Catholic Identity and the Sacraments
- Forms of Prayer and Prayer Culture
- Embedding STEM Education across the curriculum
- Strategies to support students with ASD and ADHD
- Catholic Social Teaching
- First Aid - CPR and Asthma
- Anaphylaxis
- MACS Networks - Principal, Deputy Principal, School Wide Improvement Forum, Student Wellbeing Leader, Religious Education Leader

Number of teachers who participated in PL in 2022	34
Average expenditure per teacher for PL	\$819

TEACHER SATISFACTION

Staff were invited to participate in the MACSIS School Improvement Survey in Term 3 of 2022. Staff perception data was above the MACSIS average across all areas

Particular strengths identified from the data were:

- School climate: Perceptions of the overall social and learning climate of the school.
- School climate: Perceptions of the school's overall social and learning climate - 84%
- Staff-leadership relationships: Perceptions of the quality of relationships between staff and members of the leadership team - 91%
- Staff safety: Perceptions of staff safety in the school - 78%
- School leadership: Perceptions of the school leadership's effectiveness - 70%

- Collaboration in teams: How well teachers work together in teams to improve teaching and learning - 88%
- Collaboration around an improvement strategy: Perceptions of the coherence of the school's improvement strategy - 77%
- Support for teams: Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively - 85%
- Collective efficacy: Teachers' perceptions that staff at the school have what it takes to improve instruction - 84%

The following areas were identified for future improvement:

- Feedback: Perceptions of the amount and quality of feedback staff receive - 56% (well above the MACS average of 39%)
- Instructional leadership: The extent to which the school leaders set the conditions for improving teaching and learning at the school - 64% (above the MACSIS average of 54%)

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	78.0%

ALL STAFF RETENTION RATE	
Staff Retention Rate	90.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	13.0%
Graduate	4.3%
Graduate Certificate	0.0%
Bachelor Degree	78.3%
Advanced Diploma	13.0%
No Qualifications Listed	8.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	23.1
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	9.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal

- To embed deep learning and student self-efficacy and agency in a culture of growth for all.

Intended Outcomes

- That students are challenged and motivated to take ownership of their learning as self-regulated and self-determined learners.
- That parents are engaged and empowered to support student learning.

Achievements

The school implemented the following Key Improvement Strategies in 2022:

- Use of the Seesaw platform was fully implemented across the school, with teachers and students able to share learning in classrooms both at a class and individual level with parents. Students from Year Three became responsible for posting and reflecting on their work on Seesaw, with Prep-year 2 students supported by teachers.
- Seesaw also became the primary communications platform for incidental information sharing with parents for whole school events as well as by Year Six Leaders sharing their initiatives (as well as through the school newsletter).
- Our Sustainability Leader, PnF Sustainability Team and Year Six Sustainability Leaders led various sustainability initiatives to further work towards becoming a Five-Star Resource Smart School through CERES. This included:
 - 'Cup Rescue', with plastic cup stations around the school and used for community events
 - "Plant a difference" fundraiser for the school which also helped to plant many trees in the wider community
 - The waste watch mascot initiative, with the children designing a dolphin mascot to be displayed around the school. Milk lids were collected, saving them from going to landfill, and with the help of the Year Six Creativity Team, the school logo was re-imagined through a bottle top display, incorporating the dolphin.
 - Food scraps recycled through our worm farm in the vegetable garden
 - 'Be Nice and Use Paper Twice!' campaign to save paper towel in toilets, wet areas and staff room
 - Recycling station in partnership with businesses and organisations, with tubs for collection of toothpaste products (Terracycle), batteries and textas (Officeworks) and breadtags (Breadtags for Wheelchairs)
 - School office purchasing recycled photocopy paper and rainforest alliance tea bags
 - Nude Food and Waste Warriors continued to be our most successful initiatives to reduce waste.
- The Student Representative Council and Year Six Leaders led social justice actions around Lent (Caritas Project Compassion), St Vincent De Paul Winter Appeal and Reconciliation Week as well as the Student Wellbeing Day ('Say No to Bullying; Say Yes to Kindness' Day).

PARENT SATISFACTION

All parents were invited to participate in the MACSIS School Improvement Survey in Term 3 of 2022. Unfortunately only 32 parents participated, making in a small sample size, mostly from Years Five and Six parents.

The surveys identified the following strengths:

- Barriers to engagement: Factors that can hinder a family's interaction or involvement with their child's school - 72% (MACS average 66%)
- School climate: Families' perceptions of the social and learning climate of the school. 82% (MACS average 85%)
- Student safety: Perceptions of student physical and psychological safety while at school - 70% (MACS average 72%)

For three domains there was a notable difference between the perception of male and female respondents:

- School fit: Families' perceptions of how well a school matches their child's developmental needs - females 78% compared to Males 64%, (MACS average 76%)
- Communication: The timeliness, frequency, and quality of communication between the school and families - females 73%, compared to males 57% (72% MACS average)

An area for future improvement is Family engagement: The degree to which families are partners with their child's school - 42% (46% MACS average). A further easing of COVID restrictions occurring part way through the year enabled the school to welcome parents into the school buildings and to recommence community activities, We are prioritising providing renewed opportunities for parent engagement in learning and in reconnecting as a community, going forward.

Future Directions

The following Key Improvement Strategies form our Annual Action Plan for 2023:

- To develop a whole school approach to maths problem-solving
- Develop teacher capacity in teaching STEM skills across the curriculum
- Build the capacity of teachers to collaboratively consider data and evidence and determine the next steps for individuals or groups of students for social-emotional learning, Literacy & Maths and diverse learning needs
- Establish a peer feedback process to engage teachers in strategic classroom observations, feedback and mentoring, with a focus on writing
- Develop students' problem-solving skills (with a focus on metacognition, and collaborative learning) through STEM and Inquiry
- Opportunities for parents to see learning in action through Parent Learning Walks
- Opportunities for parents to engage with the school through Community Conversations, parent helper programs and Parents and Friends Committee events
- Engage with the wider community through St. Mary's Playgroup, local kindergartens, and Intergenerational Project with Hampton/Highett Community Centre
- Engage students and families in living and expressing our Catholic Identity through social justice and sustainability initiatives
- Wellbeing Teacher to facilitate Student Wellbeing Tier 2 intervention programs