St Mary's School

Hampton

2021

Annual Report to the School Community

St Mary's School | Hampton

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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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

31/03/2022

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

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Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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Our School Vision

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

Our School Vision

School Overview

St Mary's School is 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 population of just over 284 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 which 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

This annual report summarises another successful year of learning at St Mary's amidst the challenges of COVID-19 and remote learning, celebrating our achievements and also identifies how we will strive to continuously improve in what we do. Despite the challenges faced by our community, along with all other school communities across Melbourne, our resilience and community spirit shone through.

A range of data sets was collected across the school year, providing an insight into student achievement and community stakeholder opinion. This included the MACSIS School Improvement Survey of our key stakeholders; students, staff and parents. These data sets are shared and reflected in this annual report.

In 2021, we continued to consolidate and adapt the remote learning practices established in 2020, learning from what worked well and making improvements where required to meet the needs of our students and families.

We continued to implement impactful learning and teaching cycles in a remote learning context, focusing on writing to ensure learning growth and progression for all students. We also implemented strategies for students to take ownership of their learning through digital platforms.

I am proud of the school's achievements in the past year despite the challenges we have faced. I am extremely proud and grateful to our highly dedicated, creative and hard-working staff for their innovative practices and delivery of remote learning and our families, who continue to contribute significantly to the welcoming culture and spirit within the school community. I am also tremendously proud of our amazing St Mary's students, whose resilience, growth mindset and creativity shone through despite the challenges presented to them. It gives us a tremendous sense of satisfaction that we were able to achieve together in 2021, and I look forward to a year of further learning and growth for our school community.

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Parish Priest's Report

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Parish Priest's Report

School Advisory Council Report

The School Advisory Council continued to meet remotely to advise and give feedback on remote learning in 2021. The council's work in 2021 included:

- Input into COVID-safe school practices.

- Sought feedback from new families joining the school.

- Reflected on and gave feedback on remote learning, acknowledged and supported the school's commitment to engagement in learning and supporting well-being and connection.

- Policy reviews.

- Discussed and gained clear understanding of MACS School Advisory Council terms of reference.

- Discussed capital works/upgrades in relation to playground resurfacing, painting of buildings, re-carpeting and pinboards.

- Shared thoughts on best approaches to returning to onsite schooling in Term 4 and acknowledging the strong sense of community.

- Graduating year sixes moving on to secondary school, discussed the challenges and uncertainty around graduation and remote and face to face options. There was shared delight that this event was able to be held at the school and wonderful to see our year sixes acknowledged in such a celebratory manner. We continue to hear how well they are doing at secondary school and how well-prepared they were.

- Reviewed and discussed the school finance report and revised fee and levy structure.

Paula Cunniffe

Chairperson

Education in Faith

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.

Achievements

2021 saw the introduction of a school-based sacramental program, after many years of a parish-based program, supported by the school. Staff were actively involved in designing the sacramental program to nurture faith development in collaboration with our parish, the newly formed Bayside Mission. As a result, despite being unable to hold masses and sacraments for much of the year, we celebrated the Sacrament of Reconciliation, Eucharist and Confirmation with students during the year between lockdowns, often in smaller groups.

Staff continued to collaborate in teams to plan Faith Inquiry units of work throughout remote learning, linking the Religious Education Curriculum to the Victorian Curriculum to create relevant and authentic learning experiences for students. Teachers were supported with coaching by our Religious Education Leader.

Students engaged in social justice initiatives, including involvement in Caritas Australia's Project Compassion, the St Vincent de Paul Winter Appeal and the St Vincent De Paul Christmas Appeal.

Throughout remote learning and when onsite, we continued to gather as classes, year levels and as a school community for morning prayer and to celebrate important events such as the Feast of St Mary Help of Christians, Lent, Holy Week, Advent, Mother's Day, Father's Day and ANZAC Day.

VALUE ADDED

- Staff formation in the Sacraments, prayer and sacred space

- Implementation of school-based Sacramental program

- Reconciliation, Eucharist and Confirmation virtual parent nights

- Reconciliation preparation through Year 3 Religious Education program

- Eucharist preparation through Year 4 Religious Education program

- Confirmation preparation through Year 6 Religious Education program

- Student reflection days for Reconciliation, Eucharist and Confirmation

- Co created sacred spaces with students for Lent contributed by all year levels, open to parents to engage with

- Students prepared Holy Week paraliturgy, creating sacred spaces through drama/music, with parents engaging virtually

- Celebrating remotely special occasions with masses and liturgies, such as St Mary's Feast Day, Holy Week, Mother's Day, ANZAC Day, Graduation, Advent, assemblies and class prayer

- A range of social justice initiatives coordinated between the Religious Education Leader, Year Six Leaders and Student Representative Council including Caritas Australia's Project Compassion, St Vincent de Paul Christmas Hampers and Vinnies Winter Appeal.

Learning & 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 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 main focus for 2021 in the Learning and Teaching Sphere was the design and implementation of the St Mary's Intervention Framework. The Intervention Framework promotes academic and behaviour success for all learners through the systematic implementation of early identification, strategic support and scaffolded learning. It is premised on the belief that this can be best realised when teachers work collaboratively in a team-based approach. As a result, all staff engaged in professional learning around seven modules to review our current practices and identify areas to strengthen. From this, our St Mary's Intervention Framework was developed.

School teams focus on the deliberate practice of Universal Design for Learning through a cycle of Identification, Targeted Assessment, Data Analysis, Quality Learning & Teaching and Evaluation. Members of the school leadership team facilitated this through Professional Learning Team (PLT) meetings, level planning, and teachers' release to meet with Learning Support Officers to monitor and review Personalised Learning Plan goals for students with disabilities.

A Response to Intervention based on the RTI Three Tiers of Support model was developed as an intervention process for when a student is not progressing after Targeted Assessment, Data Analysis, and Quality Learning & Teaching have all taken place.

Internal referral processes were developed by a newly established Learning Diversity Team, which also developed tracking and monitoring processes for documenting interventions. In addition, members of the Learning Diversity Team were trained in Tier 2 and 3 assessments.

The Learning Diversity Team met fortnightly to discuss internal referrals and actions for different students with a disability or imputed disability. Opportunities were provided through staff meetings and planning time for ongoing team dialogue involving teachers and learning support officers to support the tracking and monitoring of NCCD students. This facilitated dialogue around the categories of disability and levels of adjustment provided for students with disabilities. Teachers and Learning Support Officers collaboratively designed, tracked and monitored goals and learning adjustments for students with disabilities to meet their individual needs.

Teachers collaborated through Professional Learning Teams and Level Planning to implement, monitor, and review teaching and learning cycles in writing, mathematics, and faith-based inquiry,

reviewing learning block expectations, practices, and planners. Teachers developed "I can" statements to drive learning intentions and success criteria, providing clarity for students.

With a focus on Writing in 2021, staff undertook professional learning in writing vocabulary and utilising mentor texts. Teachers engaged in dialogue around strategies to improve students vocabulary, created writing samples to show examples of success to students and designed cycles of learning for all students.

Students used tools such as Victorian Curriculum Learning Continuum, rubrics and 'Bump it Up' walls to identify where they are now in their learning and where to next, setting explicit learning goals. Students shared and reflected on their learning goals through the Seesaw platforms with their parents, using learning intentions and success criteria.

A multi-sensory language approach to literacy was introduced in Prep and Year One, with some small group work with Year Two students at risk to improve phonemic awareness and phonological knowledge. After all junior school staff were trained in Little Learners Love Literacy in Term 4 2020, whole class practices were implemented in Prep and Year One aligned with a synthetic phonics approach in Term 1 2021. Small group teaching practices were also implemented. Teaching cycles are based on Revise; Teach; Practice; Apply and; Assess using the "I do; We do; You do" approach to learning.

Throughout remote learning, St Mary's strived to provide learning experiences that were relevant, challenging, and engaging. Teachers and curriculum leaders who provided learning experiences to students designed holistic, open-ended and accessible learning for all learners.

Students continued to be grouped in flexible, focused teaching groups for English and Mathematics, based on students' learning needs, with groupings based on assessment data.

Learning Support Officers supported students with additional learning needs, facilitating intervention programs via Zoom. Teachers and Learning Support Officers continued to meet remotely via Zoom to analyse data, plan for targeted teaching, monitor progress and respond to student learning needs.

STUDENT LEARNING OUTCOMES

NAPLAN

Year 3

In Year 3 Reading, our school mean was well above the state, with our lower 50th percentile of students achieving above or equal to the top 50th percentile in the state.

In Year 3 Writing, our school mean was slightly above the state mean, and our lower 25th percentile was slightly above the lower 50th percentile in the state. Our higher 25th percentile of students matched the state's top 25th percentile of students. This indicates that writing needs to be an ongoing focus in the school.

In Year 3 Spelling, our school mean was equal to the state mean. Our lower 50th percentile of students performed slightly higher than the state. However our top 50th was slightly below the state, indicating that future focus should be on lifting overall spelling results.

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

In Year 3 Numeracy, our mean score is above the state mean. Our top 25th percentile of students is higher than the top 25th percentile in the state. Similarly, our lower 25th percentile is well above the lower 25th percentile in the state.

Year 5

Our Year 5 Reading results were exceptionally strong. Our school mean was above the top 75th percentile in the state. In addition, our lower 50th percentile was above the state mean and equal to the top 50th percentile in the state.

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

In Year 3 Spelling, our school mean was well above the state mean, with our lower 50th percentile of students performing above the state mean. Our top 50th percentile performed slightly higher than the state.

In Year 5 Grammar and Punctuation, our school mean was well above the state and matched the top 75th percentile of students in the state. Our lower 50th percentile of students achieved above the mean state score.

In Year 5 Numeracy, our results were very strong. Our mean score is above the top 75th percentile in the state. In addition, our top 25th percentile of students is higher than the top 90th percentile in the state. Similarly, our lower 25th percentile is well above the lower 25th percentile in the state and is above or equal to the state mean.

Year 3-5 Growth 2019-2021

In Reading, 44% of our students made high growth from Year 3 to Year 5, compared to 25% in the state. Conversely, only 15% of our students made low growth from Year 3 to Year 5, compared to 25% in the state.

In Writing, 71% of our students made medium (expected) growth compared to 50% in the state. Only 10% of our students made low growth compared to 25% in the state. This data shows that we are successfully achieving growth for our lower students. However, our focus is also to increase the number of students at our school making high growth.

In Spelling 65% of our students made medium growth compared to 50% in the state. The percentage of students making low growth matched the state at 25%. Our focus is to lift the number of students making high growth.

In Grammar and Punctuation, 56% of our students made medium growth compared to 50% of the state. 19% of our students made high growth compared to 25% of the state. 25% of our students made low growth, equal to the state.

In Numeracy, 30% of our students made high growth, compared to 25% of the state. Conversely, 27% of students made low growth, equal to the state.

Progressive Achievement Tests (PAT)

Students in Years Prep-Six complete PAT Assessments in Reading in October, assessing Reading Comprehension. Each student cohort from Year 1-6 exceeded the expected mean score. 36% of students in Year 1-6 were working above the expected level, with 45% at the expected level and 19% 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.

64% of students were working above (1 year or more years) the expected level, 25% at the expected level and 11% below (1 year or more years) the expected level.

Reading Text Levels

86% of Prep students reached or exceeded the school target of Level 10. 2% did not reach the benchmark of Level 5

85% of Year 1 students reached or exceeded the school target of Level 20. 4% did not reach the benchmark of Level 15.

88% 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 nonwords), heart words (high frequency words) and the reading of unseen decodable texts (including fluency and comprehension). In 2021, Prep students were the first cohort who completed the LLARS Assessment in November.

95% of Prep students met the expected target

56% of Prep students exceeded the expected target

PAT (Progressive Achievement Tests) Spelling

44% of Year 3-6 students were working above the expected standard, with 50% working at the expected standard and 6% below the expected standard.

SWST - Single Word Spelling Test

23% of Year 3-6 students were working above the expected standard, with 55% working at the expected standard and 22% below the expected standard.

The data demonstrates that our new multi-sensory language approach to structured synthetic phonics has impacted student outcomes. Therefore, this approach will be extended across Prep-Year 2 and Years 3-6. In addition, in 2022, the school will review our approach to Spelling to improve student outcomes in this area.

Mathematics

PAT (Progressive Achievement Tests) Mathematics

42% of Year 1-6 students exceeded the expected mean score. 50% achieved the expected mean score. 8% of Year 1-6 students scored below the expected mean score.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	**2019** **%**	**2020** *	**2019 – 2020** **Changes** *	**2021** **%**	**2020 – 2021** **Changes** *
YR 03 Grammar & Punctuation	100.0	-	-	97.4	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	97.4	-
YR 03 Spelling	97.9	-	-	100.0	-
YR 03 Writing	100.0	-	-	97.4	-
YR 05 Grammar & Punctuation	97.7	-	-	100.0	-
YR 05 Numeracy	97.7	-	-	100.0	-
YR 05 Reading	95.3	-	-	100.0	-
YR 05 Spelling	97.7	-	-	97.6	-
YR 05 Writing	100.0	-	-	100.0	-

* 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 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.

Achievements

All staff were trained in mindfulness practice and resources, with consistent mindfulness routines re-established for Prep-Year Six. Morning practice occurs each morning at the beginning of the school day in every classroom. Short, one-minute mindfulness practices are used as Brain Breaks at other times throughout the day, such as when coming in off the yard and transitioning between lessons. Staff were allocated to model mindfulness practices at weekly staff meetings as part of staff prayer. Year levels leading whole school assemblies introduced assembly with a minute of mindfulness practice.

The school's Student Behaviour processes and practices were reviewed, and a new Student Behaviour Policy was developed. Upon a return to onsite schooling in Term Four, the Student Representative Council reviewed the school's playground zones and redeveloped playground rules for the different playground zones in the school.

The school provided parents with an opportunity to learn practical strategies to boost their child's confidence and resilience through a parent seminar, 'Five Secrets to Building Confidence and Resilience'. Parents learned effective parenting strategies that foster resilience, the importance of free creative play to rest the brain and mindful listening techniques to tune into children's feelings.

Throughout remote learning, wellbeing check-ins were carried out by classroom teachers. The Student Wellbeing Leader also conducted wellbeing check-ins each week to ensure that students and families were supported to meet the challenges of remote learning and support social-emotional wellbeing. Each year level was offered a weekly "Flow Club' zoom session, focusing on mindfulness practice and social-emotional learning. These sessions doubled as an opportunity to connect socially and have fun as a year level cohort. Student wellbeing was monitored daily using a Google Form student check-in.

Art and Performing Arts lessons continued during remote learning to provide an opportunity to be creative, move, sing and dance, have fun and engage with each other during remote learning. Our art teacher also launched her own Youtube channel, 'Mrs M's Art at Home', which became a must-see for St Mary's students and many younger preschool and kinder siblings. Weekly STEM sessions were held on zoom for Prep-Two and Years Three-Four each Friday afternoon with Mrs Whatmore to enable students to come together and enjoy some fun STEM activities together. We continued to gather remotely for assemblies and special events during remote learning so that

students and families could continue to gather as a community throughout remote learning and maintain a sense of connection.

Teachers supported students as they transitioned back to face-to-face learning through daily explicit social and emotional learning and a clear focus on re-establishing relationships. The Deputy Principal modified Yard duty timetables. Playtimes were split into level cohorts to allow the students time and space to reconnect with their peers after a prolonged absence. An onsite psychology service resumed in Term Four through Minds that matter Psychology. The school trialled and implemented the Ripple analytics app to track the well-being of students.

The school continued to be part of the Rights, Resilience and Respectful Relationships (RRRR) Communities of Practice forum, made up of Catholic, State and independent schools that have or are implementing the RRRR curriculum. The RRRR curriculum has now been fully implemented into our Social Emotional Learning program from Prep to Year Six. Students in Years Five and Six, and their parents, participated in a Sex Education program facilitated by Catherine McCallig from Sex Ed 4 Schools.

VALUE ADDED

- Lunch Clubs including Flow Club, Garden Club, Yoga Club and Dance Club
- Daily Mindfulness practice in all classrooms
- SEL lessons weekly including through Flow Club zooms during remote learning
- Art, Performing Arts and STEM zoom sessions
- Parent seminar Five Secrets to Building Confidence and Resilience
- Sex Education Sessions through Cathrine McCallig from Sex Ed 4 Schools
- Ripple digital daily check in platform trialled in Years 3-6

STUDENT SATISFACTION

Years 4-6 participated in the MACSIS School Improvement Survey in Term 3.

Students identified the following areas as strengths in 2021

- Rigorous expectations: How much do students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
- School Belonging: How much students feel they are valued, community members.
- Learning Dispositions: Students' mindset about themselves as learners.

The following areas were identified as challenges in 2021

- School engagement: How attentive and invested students are in school.
- Student Voice: The extent to which students feel they have opportunities to have an impact on their school.

A return to onsite schooling in 2021 will enable the school to focus on rebuilding school engagement and student voice after a long period of remote learning.

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.

During Remote learning, attendance was recorded on Nforma, with students marked as 'Remote Learning'. Parents were required to email the class teacher if their child was unable to participate in live lessons or attend to learning tasks and provide a reason. Teachers would monitor attendance through students being required to complete a daily feedback form and monitor attendance at live Zoom sessions and submission of work through learning platforms. The class teacher or a member of leadership addressed non-attendance and lack of submitted work via a phone call.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.0%
Y02	95.9%
Y03	96.4%
Y04	95.2%
Y05	96.2%
Y06	94.5%
Overall average attendance	95.5%

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.

Throughout 2021, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices.

Achievements

Child Safe Standard 1: Organisational Culture of Child Safety

- Child Safety Policy containing strategies and statement of commitment to child safe practices and standards.
- Student Wellbeing Leader appointed as Child Safety Officer
- Child Safe policy and and Code of Conduct provided to staff and volunteers at the beginning of the school year to be read and signed
- Child Safe policy, and associated policies, updated in line with MACS policies and published on the website.
- Education Board presentation on Child Safety at the beginning of the year.
- Information on Child Safety Standards share through school newsletter

Child Safe Standard 2: A child safety policy or statement of commitment

- Staff professional development on Child Safety Standards and Child Safety Policy, to ensure understanding of strategies and procedures related to child safety
- Annual review of policy, and alignment with new MACS policy
- Annual completion of online DET Mandatory Reporting Modules
- • Parent and Guardian Safeguarding Children Code of Conduct updated and distributed annually

Child Safe Standard 3: Code of Conduct

- Publication of Code of Conduct on the website and in the school newsletter and revised annually, or in line with changes in legislation and MACS policy updates

- Copy of the Code of Conduct kept at the front office, with visitors asked to read through before signing in at the office
- Code of Conduct included in Staff Induction Handbook

Child Safe Standard 4: Human Resource Practices

- Working with Children Check, VIT Registration collected and checked
- Role descriptions for all types of employment in the school include duties and responsibilities regarding child safety
- Annual completing of the Victorian Department of Education and Training Child Safe modules and associated professional development by all staff at the school

Child Safe Standard 5: Responding to and reporting suspected child abuse

- Child Safety Reporting Obligations Policy updated in line with MACS policy, outlining all procedures for reporting and responding to suspected child abuse
- Personal safety components within the Prep-Year Six SEL Scope and Sequence to ensure students know when, and who, to speak to if they feel unsafe or have a concern
- Policies and procedures embedded in the induction process for new staff
- Mandatory Reporting online module

Child Safe Standard 6: Reducing or removing risks of child abuse

- Risk Register with strategies and protocols developed and shared with staff - encompassing all possible school environments, both on and off campus, including virtual environments
- Software used for monitoring of student use of the internet; including Hapara and Google, monitored by IT Coordinator
- Annual curriculum focus on personal safety for students within the Prep-Year Six SEL Scope and Sequence

Child Safe Standard 7: Empowerment of Children

- Student Representative Council
- Child Safety Curriculum within SEL Scope and Sequence, that includes Daniel Morcombe Curriculum, Berry Street, Circle Time, 'Sex Ed 4 Schools' and Rights, Respectful Relationships and Resilience curriculum
- Staff communication about student wellbeing and safety communicated via email and Staff News with attached photos

- Class Agreements written collaboratively with students at the beginning of the year and referred to regularly

- Staff Code of Conduct

- Year 6 Student leadership Program

- Appropriate professional development for staff in the area of child safety and personal safety curriculum (Rights, Respectful Relationships and Resilience curriculum)

Leadership & Management

Goals & Intended Outcomes

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.

Achievements

With the majority of the school year spent in remote learning and ongoing and sometimes rapid changes and uncertainty, the school leadership team was required to be adaptive and responsive to the needs of students, staff and parents in order to provide the supportive leadership necessary to maintain learning and wellbeing for all.

Many unprecedented demands were placed upon staff, students and families during this time and a key responsibility of the leadership team was to ensure regular communication that was clear and transparent to ensure that member of our school community were aware of current guidelines and processes these included:

- The implementation and regular update of our school's COVID-Safe Plan and related safety protocols

- Arrangements, protocols and processes for onsite supervision of students

- The distribution of resources including digital devices to families

- Implementation and updates to the school's remote learning policy

- Return to school protocols

- Communication processes to ensure clear ongoing two way communication between home and school

To enable effective remote learning program and to support wellbeing, human and physical resources were redeployed and directed in a number of areas, including:

- The provision of digital learning resources

- The redeployment of staffing to ensure equitable targeted teaching and learning support in the key areas of literacy and numeracy, Student Wellbeing and for the onsite supervision of students with disabilities and vulnerable students.

- The distribution of digital devices to families to ensure access to online learning

- Physical learning packs of resources and reading books for students in Prep-Year Two

The wellbeing of families, students and staff was of the utmost priority in 2021. Regular online meetings and phone calls with students and their families took place to monitor student wellbeing, answer questions or discuss any concerns.

Staff continued to meet weekly through Professional Learning Teams to engage in professional learning to enhance learning and engagement, teaching practice and student outcomes in an online learning environment. Staff met regularly online to maintain collegiality and monitor wellbeing. In particular, graduate teaching staff were supported and monitored by their mentors, level partners and members of leadership.

Teachers continued to engage in critical reflection of practice through Professional Learning Team meetings to track and measure the impact of teaching strategies on groups of students in Writing. This process enabled teachers to critique their use of teaching strategies and make evidence based changes to practice through cycle of inquiry in teams.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Mindfulness Training for all staff with Georgina Manning, Wellbeing for Kids
- First Aid Level 2 and CPR
- Anaphylaxis and Asthma Training
- Using Provocations and questioning to assess Inquiry Learning and Religious Education
- Little Learners Love Literacy training
- Using and analysing data on the student wellbeing platform 'Ripple' with consultant psychologist Gregory Nicola
- Clickview
- Prayer and prayer space
- Intervention Framework
- Writing vocabulary
- Teaching the Sacraments
- Scripture and Pedagogy of Encounter
- Child Safety and Mandatory Reporting

Number of teachers who participated in PL in 2021	33
Average expenditure per teacher for PL	$589

TEACHER SATISFACTION

Staff were invited to participate in the MACSIS School Improvement Survey in Term 3.

Staff identified the following areas as strengths in 2021

- School climate: Perceptions of the school's overall social and learning climate.

- Staff-leadership relationships: Perceptions of the quality of relationships between staff and members of the leadership team.

- Staff safety: Perceptions of staff safety in the school.

- Collaboration in teams: How well teachers work together in teams to improve teaching and learning.

- Support for teams: Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.

- Collective efficacy: Teachers' perceptions that staff at the school have what it takes to improve instruction.

The following are areas for improvement in 2022

- Feedback: Perceptions of the amount and quality of feedback staff receive.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	75.9%

ALL STAFF RETENTION RATE

Staff Retention Rate	80.6%

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	12.0%
Graduate	4.0%
Graduate Certificate	0.0%
Bachelor Degree	76.0%
Advanced Diploma	16.0%
No Qualifications Listed	8.0%

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STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	23.1
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	7.2
Indigenous Teaching Staff (Headcount)	0.0

School Community

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 support of our parent community is evident in the welcoming and community-oriented nature of our school and the dedicated contributions of our School Advisory Council and Parents and Friends Committee. Unfortunately, in 2021, the pandemic prevented many of our community events from occurring.

Before and after the series of lockdowns experienced in 2021, we hosted several community events, with many others taking place remotely via Zoom.

Our parent and family nights to support our Prep students and their parents occurred in Term One, with a Literacy and Maths Family Night and a Student Wellbeing Parent Night. The Literacy and Maths Night provided families with an understanding of literacy and numeracy learning at St Mary's and how parents can best support their child at home and school. The night also informed parents about getting involved as a parent helper during the morning Literacy Blocks. The Student Wellbeing parent evening, facilitated by Georgina Manning, supported parents to teach their children to lessen anxiety, cope with life's ups and downs, develop independence and self-efficacy and become more resilient. It also illustrated how to develop children's confidence and problem-solving skills and to approach life with a growth mindset.

Virtual parent nights for Sacramental preparation were held throughout the year, as were virtual assemblies and liturgies. Parent-teacher interviews in Term One and Term Three were also conducted remotely via Zoom. In addition, regular check-ins and Program Support Group meetings between parents and teachers and the school leadership team members were held remotely throughout remote learning.

The Seesaw platform was adopted as a primary tool for teachers and students to share individual and classroom learning with parents and as a primary communications platform during remote learning. Students utilised Seesaw digital portfolios as a vehicle for critical reflection on learning and parent engagement in learning. In addition, teachers and students posted weekly updates on learning and events for parents, and teachers and parents could provide feedback to students through the platform.

Our Year Six Sustainability Team conducted a waste audit to help set goals and actions for reducing the amount of waste produced by the school. The audit was conducted in partnership with CERES.

Lunch Clubs enriched students through Yoga, Dance, Gardening, and STEM programs. Year Five and Six students who held an interest or passion for the arts also had the opportunity to join the Art Enthusiasts and the Theatre Group at lunchtime.

PARENT SATISFACTION

Parents were invited to participate in the MACSIS School Improvement Survey in Term 3.

Parents identified the following areas as strengths in 2021

- The degree to which families are partners with their child's school.

- Families' perceptions of how well a school matches their child's developmental needs.

- Families' perceptions of the social and learning climate of the school

- The timeliness, frequency, and quality of communication between the school and families.

The following areas were identified as challenges in 2021

- Families' perceptions of and engagement with the overall Catholic identity of the school.

A return to onsite schooling in 2022 will be an opportunity for the school to further strengthen this area after a year of remote learning.

Future Directions

- Staff formation in prayer culture and Sacraments

- Opportunities for parent engagement in prayer culture and sacraments

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

- Fully implement the St Mary's Intervention Framework

- Develop staff capacity in supporting students with Autism Spectrum Disorder

- Utilising student data for targeted and responsive Social Emotional Learning lessons and wellbeing interventions

- Implement Peaceful Classrooms strategies to support Social and Emotional Learning

- Provide the opportunity for staff to engage in peer observation and feedback

- Strengthen teacher-student-parent feedback opportunities through the Seesaw platform

- Student engagement in maths problem-solving groups (including extension) through Maths Explorer, Maths Olympiad

- Student-led STEM and Social Justice Projects