



St Mary's School Malvern East

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Shane Tobin, 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 2020 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 School.

25/06/2021

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

Our School Vision

At St. Mary's Malvern East we are all responsible for being a welcoming, inclusive Catholic community. Through respectful partnerships, we strive for excellence and take action in a contemporary world.



School Overview

St Mary's is a Foundation to Year 6 school, situated in Malvern East. Archbishop Mannix laid the foundation stone for the school in 1918 and the Brigidine Sisters were the first leaders of St Mary's School.

Over the years, St Mary's School has undergone many changes and improvements with building works and extensions. Our facilities include a variety of flexible learning spaces, dedicated Library, large Hall for sports and community gatherings, and dedicated Visual Arts and Makerspace areas.

St Mary's School has a committed and innovative staff who strive for excellence in every area of the curriculum. The students are motivated and conscientious and achieve high results at a state and national level. St Mary's School prides itself on the education of the whole child and enriches the core curriculum with specialist subjects such as Mandarin, Visual Arts, Music and Physical Education.

St Mary's School is strongly supported by the parent and parish community. At St Mary's School we recognise and develop the potential of each person as a unique individual, and embrace a shared understanding that God's love and Christ's teachings are at the centre of our values and beliefs.

Our strategic intent is to use evidence based practice consistently to achieve an exemplary learning community in which all can flourish.



Principal's Report

In 2020, despite the impact Covid-19 had on all schools, St Mary's School enjoyed continued opportunities to build on previous connections and partnerships with a range of institutions and consultants to support staff professional learning and deliver improvements in student outcomes. This work is underpinned by our vision to use evidence based practice consistently to achieve an exemplary learning community in which all can flourish.

These partnerships included Catholic Education Melbourne, The Australian Catholic University, Monash University, The University of Melbourne and Holy Family Primary School, Doveton. We were also delighted to continue our work with Mr Ross Kimber who further to our 2017 Review has been working with us as a Critical Friend. Mr Lucas Johnson also provided critical support in the year that was 2020 with Inquiry and STEM learning which in turn had far reaching benefits across many other aspects of the curriculum. These partnerships and the associated broad ranging professional learning have been key elements of our 2018-21 School Improvement Plan. This plan has been focussed on fostering a culture of continuous school improvement, consistency and excellence.

The partnerships referred to above were especially noteworthy in 2020 for providing critical support and responding creatively to the reality of Remote Learning for approximately half of the academic year. This support and creativity combined with an extraordinary commitment and determination from the staff, produced exceptional innovation that in turn meant almost all of the planned 2020 curriculum was delivered, including a biennial school concert. It also gave rise to very high levels of student engagement and academic success during Remote Learning, despite the online and off site nature of all learning during these times. The often used parent phrase of 'St Mary's was just amazing', reflects how highly our families valued and appreciated the exceptional efforts of staff. It is equally important to note that our parents and extended families played an equally pivotal role in this success. The year of 2020 demanded a previously unimaginable parenting role in education and it is with much gratitude and pride I say thank you and congratulations for the success you helped to co-create.

I wish to acknowledge the important role that was also played by a range of essential parent bodies in the life of St Mary's School. These include, our Parish Education Advisory Board (PEAB) who provide advice on the strategic direction for our school, our Parent Committee who do so much to support significant fundraising and the development of social capital, and our Parish Pastoral Council, who are working to support Monsignor Stuart and our community in the implementation of the recently developed Ten Year Vision for the Parish of Holy Eucharist and St Mary's.

I am very proud of all that we have achieved by working so well together. I am equally excited about the possibilities that lie ahead as we look to build on the exceptional success of our response to the unforeseen and unimaginable demands of 2020, and consider what can be done in future to further these achievements.

I look forward to collaborating with you in 2021 and beyond, and thank you for your wonderful support; it is this support that makes St Mary's such a 'unique' place to be!

Yours sincerely

Shane Tobin

Principal



Education in Faith

Goals & Intended Outcomes

Goal:

To further develop St. Mary's, within a Catholic parish community, to enable all to come closer to God, re-contextualising their faith in a contemporary society.

Intended Outcome:

- That a commitment to living the Catholic faith is embedded and evident in the life of members of St. Mary's parish school community.

Achievements

- Members of the St Mary's Community (Staff, students and families) completed the ECSI survey commissioned by Catholic Education Melbourne. Results were used to inform professional practice, faith development and the Catholic Identity of the school community.

Professional Learning:

- Term 1: Developing staff knowledge and pedagogy around the Lenten tradition. A Professional Learning Community (PLC) meeting was provided to share and develop staff knowledge of Lent and how to engage students in this important Catholic tradition.
- Term 2: Staff were provided with professional learning and support to plan their Term 3 Religious Education units. A particular focus was placed on the Pedagogy of Encounter and staff faith development.
- Term 3: A virtual meeting was held between staff at St Mary's, Holy Family Doveton and Catholic Education Melbourne. The aim of this virtual session was to support staff in using prayer, provocations, scripture and thinking routines in Religious Education. It provided a wonderful opportunity for all staff to connect with other colleagues and share planning ideas and resources between the schools.
- Term 4: Due to the success of the Term 3 virtual meeting between St Mary's and Holy Family the virtual PLC was repeated. This provided more time and opportunities for staff to attend workshops that they missed earlier in the year. Teachers were able to build on those professional relationships from the previous term and share their success in using the resources and approaches to planning, previously shared.

Faith Development:

- Term 1: Year 1 Faith Night was held as a way of connecting the classroom to the community of families. This night provided families with a wonderful opportunity to engage in dialogue with their Year 1 child and to make connections with what was being explored in the classroom.
- Term 4: A virtual Reconciliation Parent night was held to help prepare families for the Sacrament of Reconciliation. This night provided an opportunity for staff to provide parents

with important information in relation to the Sacrament and for parents to ask any questions. It proved to be an innovative solution to bridging the gap between school and families due to the restrictions placed on schools during the Coronavirus Pandemic.

Liturgies / Community Partnerships:

- Our 2020 school year began with a Commissioning Mass, whereby staff, Year 6 student leaders and Parish Council, Parish Education Advisory Board and Parent Committee members were commissioned into their important roles at the school. This valuable tradition helps to maintain a strong partnership between the parish and school community.
- Year 5 students prepared a special pre-recorded Mother's Day Liturgy that was then published to the School Community through a variety of platforms, enabling families to acknowledge and celebrate the special day, regardless of Coronavirus restrictions.
- Year 6 students prepared a special pre-recorded ANZAC Day Liturgy that was shared with the school community virtually. This adapted tradition ensured students and staff acknowledged and respected the Sacred tradition of ANZAC Day.
- A number of other liturgies were also held in a modified way to commemorate special occasions including Father's Day and Remembrance Day.
- Foundation Nativity Play was presented and shared with the school community in the last week of 2020.



Social Justice:

- The Student Representative Council hosted a special fundraising day in Term 1, 'The Great Coin Challenge', where all money raised was donated to Caritas Australia during their Lenten appeal. This fundraising initiative proved to be extremely successful, and students thoroughly enjoyed the challenge of seeing which class had the longest line of coins and also which class was able to have the most valuable line.
- Another new initiative that was introduced in 2020 was a Virtual Vinnies Sleep Out, which was undertaken by our Year 5 students. Students connected with those less fortunate in our community by sleeping in a tent, on their couch or car for a night. The impact was substantial, with the class raising over \$5500 and making the community aware of those less fortunate in the community. It was an excellent learning experience for the students as they were exposed to some of the harsh realities that people in the community face.

Learning & Teaching

Goals & Intended Outcomes

Goal:

To use evidence based research to ensure a challenging, engaging and purposeful learning environment in which every learner achieves their full potential.

Intended Outcomes:

- That students' English and Mathematics learning outcomes will improve.
- That students are empowered and engaged through purposeful learning.

Achievements

- All curriculum leaders attended regular Network sessions, as well as the School Wide Improvement Framework (SWIF) network meetings, where we set and reviewed our goal for 2020, aligned with our Annual Action Plan (AAP), - 'the implementation of five High Impact Teaching Strategies'.
- Our Enrichment Program continued throughout the year, whereby a range of students from Year 1 to Year 6 were selected, based on data, to take part in a range of enriching activities and competitions, including by not limited to, Dorethea MacKellor Poetry, ATOM Photography and the Australian Catholics Young Journalist competition. These enriching experiences provided authentic opportunities for students to further develop skills in a range of areas such as photography and poetry writing.
- Another aspect of our Enrichment Program has seen the continuation of the student newspaper, 'The Mary-Go-Round', where a number of students contributed a range of articles that were published in the newspaper. The Mary-Go-Round has become an integral part of the programs being offered here at St Mary's.
- Delivery of Family Life sessions were facilitated by an external provider. This included a virtual parent information night, as well as three workshops for students, inclusive of a cyber-safety lesson.

STEM Inquiry:

- All teaching staff were supported with planning new units of work through participation in personalised meetings, at the end of each term, facilitated by Lucas Johnson (Monash University). These sessions provided teaching staff with an opportunity to plan and prepare a rich and engaging unit of work based on a range of core curriculum areas, structured from an authentic problem and following the Design Thinking Process.

English:

- The school supported regular staff professional development sessions, virtually, working with an external consultant from CEM, exploring resources which could be used during remote learning

- The SMART Spelling program was consolidated throughout the school during 2020. The school invested in the provision of video lessons which could be added to the remote learning timetable for classes from Foundation to year 6. New staff induction included online professional learning to train teachers in SMART Spelling.
- A Writing moderation session was held where teachers assessed writing samples against the Victorian Curriculum achievement standards.
- New staff were introduced to the F&P benchmark assessment system through the induction process and existing staff undertook facilitated planning during both onsite and remote learning periods designed to explore highly effective teaching strategies and to examine and reflect upon initial reading data collected by teachers.
- Two Fountas and Pinnell testing days were supported by the school to allow teachers the time to individually assess every student and to set goals for the following semester. In addition, these results form part of the data suite used for reporting to parents.
- Progressive Achievement Test (PAT) Reading testing was undertaken and data analysed with a focus on growth between 2019/2020.
- Liaising with Catholic Education Melbourne to support school goals for improvement in reading as identified in SIP and AAP was a critical component of work undertaken by the Literacy Leader.
- A Literacy Intervention Program utilising the Levelled Literacy Intervention program continued for students across a variety of year levels.
- MultiLit was introduced to the school as an additional Literacy intervention tool. This was implemented by Learning Support Officers and the Student Inclusivity Leader, during remote and onsite learning. Data was gathered and a number of students have already successfully completed the program.
- Students in Year 4 have participated in a virtual version of the Super Speak program due to the limitations of having visitors attend the school.
- Public speaking skills were also on display at the Year 5 leadership speech presentation where students presented their ideas for Leadership Groups in 2021. Due to coronavirus restrictions, student speeches were live streamed to families.
- Parent Helpers sessions were facilitated and attended by Foundation - Year 2 parents, thus enabling many parents to support learning within the classrooms which was unfortunately impacted by Covid-19.



- Book Week 2020 was celebrated with a classroom based dress-up day and individual class activities. During Book Week:
 - Year Foundation - Year 3 attended a special virtual incursion by Perform Education, who presented a show about three of the CBCA books. Following this a Live Q and A session was attended as a webinar where students could chat to the actors.
 - Years 3 and 4 had a virtual incursion with the Australian Children's Laureate Mr. Leigh Hobbs, who showed them how to draw his famous characters Old Tom and Mr. Chicken. Students had the opportunity to learn about being an illustrator.
 - Years 5 and 6 enjoyed a virtual incursion with SLAM poet, Emily Zoe Baker. Following a short tutorial they were all able to write a short poem about an everyday object.

- Participation in the Premier's Reading Challenge was again promoted across the school, with twelve students completing the challenge and receiving a certificate.
- New resources were purchased to support the teaching and learning of English, including Guided Reading and Take Home readers, particularly within the 21-30 Level ranges and big books, and teacher professional reading resources. Literacy furniture, including additional reading tubs for placement in the common area for older classes was purchased.
- Literacy Leader attended weekly Literacy Connect virtual professional development sessions and promoted the subsequent resources to staff through PLC meetings.
- Literacy Leader and CEM Southern Regional Office staff collaborated to develop a Writing Overview for 2021, thus ensuring all areas of the writing curriculum will be thoroughly covered across each year level. This will follow on from the work which was planned for in 2020 but due to restrictions was unable to be delivered.
- Professional Learning community sessions reiterating school expectations of SMART spelling, moderating Running records using the Benchmark Assessment system (Fountas and Pinnell) and writing opportunities regarding NAPLAN were undertaken
- A meeting with CEM staff and the Leadership team was held to discuss and celebrate the improved Literacy data from the past five years.

Mathematics:

- Mathematical Learning Consultants, Jan Walker and Jo Pringle, from Catholic Education Melbourne, facilitated Professional Learning sessions for all staff, introducing the newly devised Addition and subtraction written strategies, which was then rolled out, as relevant across all levels. Parents were also kept informed of these new strategies through a School Newsletter article.
- Purchased new specialised resources to further enhance Mathematic Intervention sessions for students during the Remote Learning period.
- Regular Mathematic Updates included in the School Newsletter, sharing resources and overviews of what has been explored in classrooms, across levels.
- Commenced new Foundation program, as facilitated by CEM - Early Years Numeracy Project. These sessions, held virtually for most of 2020, provided a wealth of new learning opportunities as well as practical resources, which could be used directly in the classrooms with students. Part of this project required new assessments, as devised by Catholic Education Melbourne. Having the time to not only learn how to implement the assessment, but also analysing the data at a follow up meeting, ensuring students were receiving the best targeted support they could was invaluable. Due to the success of the program for our Foundation teachers and students, Year 1 and Year 2 classroom teachers will join the program in 2021
- Mathematic Intervention continued for low attaining students across a variety of year levels. The Mathematic Intervention teacher worked with small groups of students across a couple of sessions each week, with a particular focus on number intervention, including place value and the four processes and a very specific emphasis on mental strategies. This program successfully continued throughout the two Remote Learning experiences.
- A range of whole school Mathematic assessments took place throughout 2020, all of which helped to monitor growth and achievement. These assessments include, but are not limited

to Essential Assessment, Westwood Speed tests and the annual Progressive Achievement Test (PAT) Mathematics.

- Mathematic Leader attended, along with staff who opted to attend, extra professional development opportunities, facilitated by Catholic Education Melbourne, covering topics such as, Differentiation in the Mathematic classroom, Assessment in Remote Learning, and Promoting Challenge in the Mathematic classroom. All presentations and resources were shared with staff, and as a result of these experiences and resources, many staff modified their practice to include new learnings from these sessions, including the addition of parallel tasks.

Digital Education / STEM:

- Digital Education Professional Learning Community meetings throughout the year that focussed on a number of core aspects, including a refresher on Digital Tools including Hapara and Google Classroom, and working collaboratively to develop a Digital Education Scope and Sequence.
- Enabled a professional learning community where a representative from Centorrino Technologies presented to all staff, how to effectively receive and target ICT support.
- In collaboration with Year 5 STEM Leaders, we planned, purchased and installed new furniture for the MakerSpace area, including zen chairs, couches, swivel stools and a purpose built STEM table, all of which enhanced student learning experiences.
- Introduction of a Digital Education Specialist program, enabling opportunities for students in Foundation to Year 6 to attend hourly sessions on a weekly basis with both their classroom teacher and Digital Education Leader throughout an allocated Semester has been very successful.
- Preparation and participation in the STEM MAD Showcase, as facilitated by Catholic Education Melbourne. With the event being held virtually this year, students in Year 5 were invited to enter an individual project that would help others. Impressively, eight students were shortlisted, and then two were presented as winners, with another student receiving an honourable mention.

Core Specialists:

Visual Arts: With the Visual Arts classroom being relocated into the main building at the beginning of the year, it set the scene for Visual Art classes to be reinvigorated, while also providing an opportunity for displays of student art pieces to adorn corridors and open spaces.

Music: Music classes were heavily focused on all aspects of our biennial Performing Arts concert, which due to the Pandemic took place late in Term 4, with all performances being recorded at school without an audience. During Remote Learning 2.0 (Term 3) all students, Foundation to Year 6 worked hard to learn their class dances from home. Seeking a partnership with the dance company STOMP proved to be extremely beneficial, as it meant each dance was recorded and shared with students.

Mandarin: Students continued to participate in weekly Mandarin classes, for the duration of a semester, whereby they were immersed in the culture of China, as well as the language. To conclude the year, all students were provided with an opportunity to participate in our annual

Chinese Culture Day, where students wore red clothes and participated in both indoor and outdoor activities.

Physical Education: Even though students were unable to complete the majority of our annual sporting events normally held throughout the year, due to Coronavirus restrictions, all students continued to be engaged and motivated in their Physical Education classes, especially when they were invited to compete in weekly family sporting challenges, such as tug-of-war games and toilet roll jumping! Footy Colours Day, which was shifted to Term 4, just before the rescheduled Grand Final, provided students with a fabulous opportunity to reconnect and enjoy the many benefits that the AFL provides.

STUDENT LEARNING OUTCOMES

Regardless of not having access to NAPLAN data in 2020, the staff at St Mary's were able to continue tracking student learning progress through a range of assessments, specifically in regards to core curriculum areas, English and Mathematics.

Ongoing data analysis is a priority for all staff, inclusive of leadership and intervention teams. Data analysis ensures personalised teaching and learning programs can be delivered for all students. Data sets analysed throughout 2020 are listed below, inclusive of some being delivered virtually.

English:

- Fountas & Pinnell reading assessments
- Record of Oral Language
- Writing moderation
- South Australian Spelling Test
- SMART Spelling data
- MultiLit (Making Up Lost Time in Literacy) placement tests pre and post
- Progressive Achievement Test (PAT) - Reading Comprehension

Mathematics:

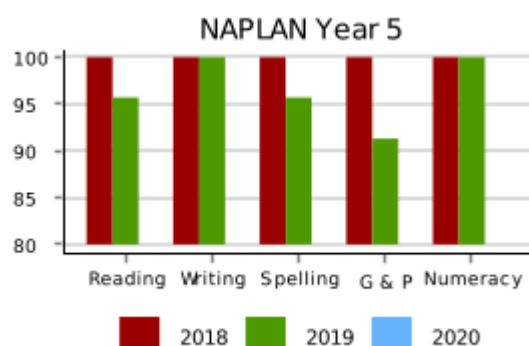
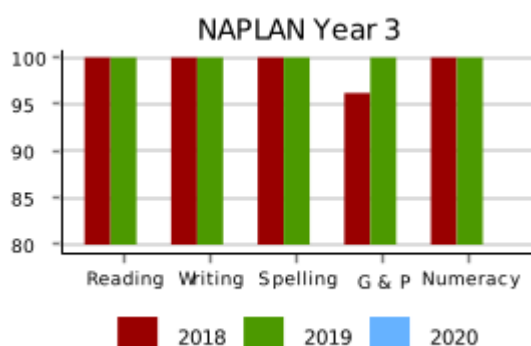
- Early Number and Algebra (ENA) assessments for Foundation students
- Westwood Speed tests - addition, subtraction, multiplication and division
- Essential Assessment
- Progressive Achievement Test (PAT) - Mathematics

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	96.2	100.0	3.8		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	91.3	-8.7		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	95.7	-4.3		
YR 05 Spelling	100.0	95.7	-4.3		
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 embed existing policy and program initiatives that enable the development of dispositions, mindsets and actions that will foster positive relationships across the community.

Intended Outcome:

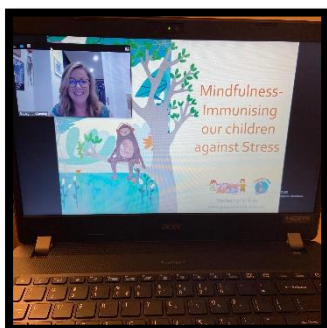
That students are empowered to develop positive relationships and healthy dispositions within a safe and supportive environment.

Achievements

- Early in Term 1, our students in Years 3-6 participated in SWELL Week activities and incursion opportunities, which integrated nicely to their STEM Inquiry unit of work.
- Our Foundation students participated in the first year of the Social and Emotional Learning, Seal Growth Mindset program, which consisted of five incursions exploring concepts such as starting school and friendships. We had booked in our Year 1 and 2 students to also complete their first year of the program, but as yet, due to Coronavirus restrictions, this has been unable to go ahead.
- A range of resources were purchased to further support the teaching and learning of wellbeing, including, but not limited to brain break books, mindful breathing picture books and teacher resources around mindfulness.
- Reimagined our House Point reward system for the 2020 school year, with the use of newly designed coloured business cards, worth five points each. Students earned and posted in house tubs, displayed in the School Foyer. We had hoped to tally points earned at the end of each term, with the winning house being awarded an SRC nominated prize. Unfortunately, due to the timing of the Coronavirus pandemic, and the early end to Term 1, we have yet been unable to award any house team.
- Modified our Foundation transition at the beginning of the year to support student well being. This modified format included students leaving school at 1pm for a number of days in the first week.
- Reintroduced Buddy families for our Foundation students, whereby existing families partnered with a new family. This Buddy Program provided an opportunity for new families to connect with an existing family, but also provided a contact that they could call to ask less formal questions about school.
- Students across all classrooms were assigned a buddy class, with Foundation students receiving a buddy from the Year 5 and 6 classrooms. These buddies and buddy classes provided wonderful opportunities for students to connect across a range of year levels, build friendships and support each other with a range of classroom based activities.
- The Student Representative Council (SRC) was once again well received from the beginning of the year, with a number of students across all grades writing to apply for the positions. For the first time in 2020, we also had four Year 5 students become SRC class reps, as a way to build their leadership capacity and prepare them for Year 6. After applying, students were

then democratically elected by their peers. SRC badges were awarded to students during an assembly in Term 1. SRC initiatives this year have included,

- SRC Great Coin Challenge Day - whereby students raised money to support Caritas Australia during the season of Lent.
- SRC Class Drawing Challenge - another new initiative for 2020, where the aim was to provide students in each class an opportunity to reconnect by completing a shared project, working together to draw and colour a Circus poster, which could then later be used to promote our 2020 Concert.
- Student Wellbeing was a weekly feature in our School Newsletters this year, covering a range of topics, including Growth Mindsets, Habits of Mind, Mindfulness, mindful breathing, helpful resources for families, and of course updates from the classrooms and SRC meetings.
- Purchased a specific Wellbeing at Home ten-week package from Georgina Manning (Director of Wellbeing for Kids) to support staff and parents in attending to the wellbeing of our students during the Remote Learning period. Each weekly pack was made available through Konnective, PAM and the School Newsletter.
- Ongoing use of Parenting Ideas membership with staff participating in webinars, and appropriate articles being shared with parents through Konnective, which provided expert resources for staff and parents.
- Student Wellbeing Leader completed the Peaceful Kids Facilitator online training program, enabling staff to access a range of resources to support mindfulness within the classrooms, following a whole staff professional learning meeting. This training also enabled the school to offer a small group Peaceful Kids Intervention program for a number of students experiencing anxiety.
- Registration and participation in the virtual GRIP Leadership Conference, to support our Year 5/6 students in 'Leading the Way'. This Conference was transferred to a virtual platform in 2020.
- There has been an increased emphasis of student wellbeing in supporting students during and returning from both Remote Learning periods. When returning from Remote Learning, staff were encouraged to provide opportunities for students to reconnect and renew their sense of belonging to the school, through a range of activities.



- Collaboration with Georgina Manning, who, as a counsellor and psychotherapist, was able to facilitate an online parent seminar covering the topic of, 'Mindfulness'. This was well received by a number of parents who actively engaged in the session. Resources provided following the session were also highly sought after by a number of parents.

- A number of specific wellbeing opportunities for staff were provided to support them during Remote Learning, including, but not limited to free webinars, reminders about how to access the

Employee Access Program, lunches provided by the school, taking away a number of professional learning opportunities, and shortening briefing times, all of which supported staff in the extra planning and preparation that was required during remote learning.

STUDENT SATISFACTION

While students were presented with a range of academic, personal and social challenges due to extended periods of Remote Learning, St Mary's School worked proactively to ensure students remained connected and engaged in their learning during these challenging times. Two new initiatives outlined below, were just some of the aspects well received by students.

- Social lunch Meets - all classroom teachers provided uninterrupted access for students to be able to sit in a Google Meet each day for a social chat. These fun and engaging Meets were enhanced through daily themes and fun topical conversations.
- Buddy Story time - Senior school students facilitated virtual story time sessions for junior / middle students. They would read a picture story book to students in the Google Meet and engage them with a range of questions based on the text.

Students also responded positively to the decision to proceed with our biennial School Concert. Senior School students auditioned for lead roles, and once roles were allocated worked hard to learn lines while learning from home. With the support of an external provider, all classes were provided with a dance routine to learn and practise as part of the concert. Once students returned to onsite learning in Term 4, the concert was then able to be recorded and copies provided to all families.

STUDENT ATTENDANCE

At St Mary's all class teachers are required to maintain the electronic roll on SIMON. Rolls are completed twice daily, morning and afternoon. Office staff contact parents, via telephone, of any students marked as "absent" without any prior parent notification. Parents are requested to notify the School Office of any absence prior to 9am. This can be done by either calling or emailing the Office. Parents can alternatively mark their child as absent for the day, directly on the Parent Access Module (PAM), through SIMON. A record is kept on SIMON of any Parent Notified Absences. Parents/carers must sign their child in, if they arrive after 8:50am. Parents/carers must sign their child out if leaving the school before 3.10pm. This can be done through the Student Kiosk, on the iPad in the School Office. The Student Kiosk updates the classroom rolls automatically. If there is unsatisfactory attendance, the parents are contacted to discuss ways of assisting and supporting in order to improve the situation. Parents are asked for an explanation and invited to respond.

During Remote Learning periods, as a result of Covid-19, student attendance requirements were modified to suit the adaptation of curriculum delivery. Rolls were only expected to be marked once per day. Teachers were able to ascertain from morning Google Meets and work being turned in through a range of platforms if students were participating in remote learning. If a child was not present in a morning Google Meet, and there was not a parent notified absence, School Office staff would make contact with parents, similarly to usual processes as outlined above.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.9%
Y02	95.1%
Y03	96.7%
Y04	96.1%
Y05	96.4%
Y06	94.3%
Overall average attendance	95.7%

Child Safe Standards

Goals & Intended Outcomes

St Mary's Primary School has a strong commitment to child safety and has implemented all policies and procedures of the Child Safe Standards in line with Catholic Education Melbourne guidelines.

- The founding rationale underpinning our commitment to child safety is that all students have a fundamental right to be safe and be protected from all forms of abuse and neglect.

Achievements

- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'.
- The School Code of Conduct has a specific focus on safeguarding children and young people at St Mary's against any forms of abuse or neglect.
- All staff, adult volunteers, clergy and contractors are expected to actively contribute to a school culture that respects the dignity of its members. They are expected to observe child safe principles and meet school expectations for appropriate behaviour towards and in the company of children as noted in our Code of Conduct.
- Policies have been developed and reviewed in line with the Child Safe Standards and are promoted on the school website.
- Clear guidelines around the use of social media, photos on personal phones are included in the school policy documents.
- All staff complete Mandatory Reporting e-modules every year.
- All staff maintain Level II First Aid Training qualifications.
- All adults working in our school or accompanying us on excursions have a current WWCC (Working with Children Check) and sign the Code of Conduct.
- Comprehensive risk assessments are undertaken for camps, excursions and incursions.
- Continual reviews of child safety practices are undertaken (annually or more regularly as required) to ensure the ongoing safety of students.
- Defibrillators are maintained around the school grounds; First Aid room, Parish Hall and Church.
- Regular emergency management drills are practised and reviewed, ensuring all staff and students are as prepared as possible in anticipation of any threat / emergency.



Leadership & Management

Goals & Intended Outcomes

Goal:

To build a strong, professional school culture of learning together through collaboration, partnerships and respectful relationships which enable all to flourish.

Intended Outcomes:

- That structures, processes and policies are embedded through collaborative, respectful relationships to promote a strong, professional school culture.
- That opportunities are maximised to enable the school to thrive.

Achievements

Professional Learning:

- Collaborated with a range of agencies and institutions to maintain and establish new partnerships to support staff professional learning and deliver improved outcomes for students including,
 - Engaged with Catholic Education Melbourne to establish a new partnership to support Mathematics commencing with Foundation staff in 2020, with a view to incrementally involving Years 1 & 2 in 2021, Years 3 & 4 in 2022 and Years 5 & 6 in 2023
 - Engaged with Catholic Education Melbourne to maintain expert consultancy support to build on achievements of Reading in 2019 and make connections with Writing in 2020
 - Collaborated with Catholic Education Melbourne and Holy Family Primary School to maintain a partnership to support Faith Education with a focus on the Pedagogy of Encounter
 - Maintained a partnership with Mr Lucas Johnson (Monash University) to support STEM and Inquiry Learning
- Built on collaborative relationship with critical friend, Ross Kimber, who on a number of occasions worked strategically with the leadership team on refining our actions and evidence within the Annual Action Plan, as well as leadership formation and goal setting
- Professional Learning Community meeting, facilitated by external consultant from SIMON in supporting staff in managing and creating sick passes, as well as online excursion permission forms
- Hosted a fourth year pre-service teacher from Australian Catholic University.
- Collaboratively developed a Remote Learning Policy to support all staff in ensuring clear guidelines and expectations during the Remote Learning periods.
- Created a Remote Learning Plan for families, ensuring responsibilities of teachers, students and parents were clear, as well as providing a clear overview of how Remote Learning was going to be addressed across the school, Foundation to Year 6. Leadership then also created a Returning to Onsite Learning Plan for families, ensuring all new guidelines and protocols were clearly explained.

- Provided additional resourcing and support including external agencies (STOMP and Event Management) to produce a biennial concert despite the challenges of Covid-19 Restrictions
- A wide range of resources and expert support were put in place to assist students with additional needs
- Curriculum leaders facilitated discussions at regular leadership meetings where an array of data across the school was analysed and action driven
- Staff used improved data literacy skills to monitor and improve student performance and were able to use this as part of an evidence base to engage in self-reflection as part of their Annual Performance Review
- Principal modelled the process of the giving and receiving of feedback by completing the 360 degree Feedback survey, collected data from staff, Parish Council and PEAB members, and as a result set a strategic goal for personal improvement, with a view to this process being undertaken by the Leadership Team in 2021 and all staff in 2022

Strategic Development:

- Liaised with Staff, students (when relevant) and Parish Education Advisory Board members to review and ratify a number of Policies, including but not limited to; Child Safety Policy, Custody Issues Policy, Attendance Policy and the Cyber Safety Policy.
- Supported two staff members in their Masters of Educational Leadership studies at Australian Catholic University and three staff members in studies to complete their Accreditation to teach Religious Education.
- Provided resourcing and support structures, including the employment of a Business Manager, to facilitate the implementation of Stage 1 (eAdmin) of the Information Communication Online Network (ICON) platform and are exploring further opportunities to implement Stage 2 & 3 (eLearn and ePlan),
- Collaborated with the Parish, Catholic Education Melbourne, the Tennis Club, Graypuksand, and Site Image to obtain a Council Permit to proceed with the redevelopment of the Tennis Courts to create Multipurpose Courts, Open Play Space and a Passive Play Area.
- Collaborated with Marketing Committee to create an Online School Virtual Tour, a presence on Facebook, a rolling monthly Marketing Schedule, and are currently exploring possibilities for the installation of new school signage
- Contracted a Marketing Consultant to support a strategic marketing approach
- Purchase and installation of three new Interactive Whiteboards and a bank of additional chromebooks (25)
- Specific resourcing put in place to support a new dedicated STEM Makerspace
- Recarpeting, repainting, and installation of new ceilings in parts of the main school building upstairs, as well as repairs to the Hall roof, replacement of all skylights, repainting, and installation of new ceilings in other some sections of the Hall, further to storm damage in February 2020
- Ensured all staff maintained current Victorian Institute of Teaching (VIT) certification, Mandatory reporting modules and all relevant First Aid, CPR and Anaphylaxis training.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Despite the fact that Covid-19 impacted on our ability to engage in any sort of regular professional learning, St Mary's school is proud of the investment and commitment made to professional learning to support remote learning and the continuation of key aspects of the 2020 Annual Action Plan.

The additional commitment to adapt to remote learning, as well as the additional time, resources and money were necessary to ensure an exceptional Remote Learning program could be delivered for the benefit of students.

Other Professional Learning activities have been listed below.

Professional Learning 2020

- Catholic Education Melbourne (CEM) English Project, with a focus on Reading
- Facilitated STEM Inquiry planning with Monash University consultant Mr Lucas Johnson
- Religious Education Professional Learning partnership with Holy Family Doveton, including a focus on moderation and assessment in Religious Education, and facilitated by Catholic Education Melbourne
- First Aid, CPR and Anaphylaxis Training, facilitated by Total First Aid Training
- External support provided by SIMON to ensure staff are comfortable with roll marking, behaviour tracking and sick passes
- A range of Catholic Education Melbourne, online Mathematics Professional Learning Sessions, including Differentiation

Curriculum Leaders

- Principal meetings
- Deputy Principal Network each Term
- Religious Education Leaders Network each Term
- Student Wellbeing Network each Term
- Digital Education Network each Term
- School Wide Improvement Forum (SWIF) each Term online facilitated by Ryan Dunn
- Leadership Days
- Ongoing Reporting Collective
- Peaceful Kids - Wellbeing program training for Wellbeing Leader

Number of teachers who participated in PL in 2020	25
Average expenditure per teacher for PL	\$1630

TEACHER SATISFACTION

In 2019, our staff data from the Catholic Education Melbourne School Improvement Survey (CEMSIS) indicated we scored highly in all domains, above CEM average in almost all domains. This positive data continued to be regularly reflected from staff in regards to all aspects of their participation in school life.

Positive feedback based on staff professionalism, team work and a commitment to improving student learning outcomes was regularly commented on from external providers. The staff reflections included below summarise the positive and dedication of all staff.

"Teaching and learning at St Mary's has continued to be a dynamic, career progressing opportunity. Despite the challenges that Covid-19 presented, I believe the staff at St Mary's have been able to continue to deliver exceptional educational learning experiences for our students. Despite physical distances throughout the extended lockdowns in 2020, I continued to feel connected to all staff, including leadership through virtual meetings and phone calls." - Classroom teacher

"In the normal course of events, 2020 was a concert year for St. Mary's. This presented a number of challenges and we heard that many schools cancelled their performances, not us! Classes received dance videos and everyone practised virtually until we returned onsite. After that, and with the support of all staff students produced a fabulous show which was enjoyed by all through the wonder of video recording. Throughout the remote learning period I found our modified professional learning schedule to be extremely well received by all staff, as it provided a balance of being mindful of staff wellbeing during what was an unprecedented time, as well as ensuring priority areas were still developed with a team approach." - Classroom teacher and Leadership team member.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.1%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	31.3%
Graduate	18.8%
Graduate Certificate	6.3%
Bachelor Degree	87.5%
Advanced Diploma	6.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	19.9
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	4.1
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal:

To provide opportunities to have community conversations with a view to deepening understanding that when schools and families work together, children do better and schools improve.

Intended Outcome:

- That the school community engages in action that matters in the life of the school.

Achievements

- The Parent Committee held a Welcome Morning tea for all parents at the beginning of the school year, this was a wonderful way to ensure all new families to St Mary's felt connected and welcomed.
- Summer Drinks were also hosted by the Parent Committee in February, as a way of celebrating the commencement of the new school year, providing another opportunity for families to connect in an informal way.
- Our Foundation students were invited to decorate easter egg templates which were used by a local charity to create a colourful display for their opportunity shop window in the local community.
- Students involved in the Enrichment Program produced a Termly Student Newspaper 'The Mary-Go-Round' showcasing a range of school highlights and achievements



- Students journalists were inspired by Spoonville Gardens being initiated around Australia and world, and as such wanted to create a St Mary's Spoonville Garden to provide happiness for our local community during Coronavirus lockdowns.
- Regular communication was made with families of pre-school age within the Parish to promote St Mary's School

PARENT SATISFACTION

Throughout the extended periods of Remote Learning in 2020, St Mary's embraced a proactive approach to seeking feedback from families both formally, through Google Forms and informally, through phone calls and emails. This feedback ensured we could tailor our Remote Learning programs to cater for and support as many families as possible.

Please find below a snapshot of just some of the positive feedback we received from parents about how well St Mary's implemented remote learning programs.

On behalf of the members of the PEAB and myself, thank you to the staff for the professionalism and care that they have shown during remote learning and this has been equally comprehensive in the return to school approach. The Remote Learning period has also given parents an extraordinary insight into the school's curriculum and teaching methods, and a greater appreciation for the wonderful work of our teachers. Our school community has shown great strength during this tough period. - James (Chair of PEAB)

We wish to extend a huge thank you to all staff at St Mary's for the enormous effort that has been invested in supporting our children to learn remotely and maintain a feeling a belonging and connectedness to their school community. Families and caregivers have been extremely well supported to step into our new roles in the home classroom, with encouragement and positive reinforcement being received from staff on a daily basis for both students and families. Speaking from personal experience, the unexpected insight into the teacher-student relationship has been a highlight of the pandemic. - Cass (Co-President of the Parent Committee)

I am in awe of what you do for and with our children. You work so hard and provide stimulating, meaningful content to engage them. It makes me feel privileged to have my son's learning in such safe, caring hands. As a former teacher myself (secondary school), I know how hard you must be working and I cannot thank you enough. I've been watching, reading, listening - not just today but for years - and you do a wonderful job. An ordinary teaching workload is immense and never ending, but the current task at hand is way beyond. I look forward to the day that we can get back to normality (as soon as is safe for everyone). In the meantime, I hope you manage to have some YOU time to replenish and take care of yourselves.

It is clear from the content provided that a significant amount of time, effort, co-ordination and thought has gone into preparing and bringing together the school material for all students. I would like to take the opportunity to thank you and the other staff on everything provided to date, especially in the short time period. We have found the instructions well detailed and easy to follow. Our daughter enjoyed her first day of remote learning and liked seeing her classmates on Google Meets. Thanks again.

Thank you so much for all the work you have put into Remote Learning. It is amazing, the standard is fantastic and we are very lucky. St Mary's offerings far exceed any others I have come across.

My husband and I applaud you and rest of St. Mary's staff for all the work you have done! We are beyond impressed with the level of information and "easy" transition into their new home learning life. We feel so blessed with the guidance and support the staff have provided. A BIG thank you from us!

Future Directions

Throughout 2021 St Mary's will continue to implement our 2018-21 School Improvement Plan supported by a 2021 Annual Action Plan.

Due to the impact of Covid-19 throughout 2020, many of the planned actions from our 2020 Annual Action Plan were not achieved as thoroughly as originally planned, therefore St Mary's School strategically decided to maintain a number of actions from 2020 and reintroduce them into the 2021 Annual Action Plan.

Future directions for 2021 are listed below, under each of the five spheres.

1. Education in Faith

- Review and identify a consistent pedagogical approach with particular focus on assessment and moderation within Religious Education applying a lens of recontextualisation, responsive to ECSI data
- Identify and utilise collaborative partnerships including but not limited to the RE Collective, to strengthen our personal faith development and data-driven, teaching practice
- Collaborate with Monsignor to implement parish ten year vision and build authentic partnerships between parish and school
- Provide opportunities for staff to engage, reflect and enrich their faith experience
- Increase active student engagement and participation in aspects of parish life including but not limited to altar serving, choir, First Friday Mass, parish Youth Outreach group.

2. Learning and Teaching

- Collect, analyse and use data from all domains to inform teaching and monitor growth of all students, with a particular focus on pre and post assessments
- Engage in a range of Professional learning opportunities, including but not limited to PLC's, classroom observations, external consultant facilitated meetings, which are designed to improve student learning and promote growth for all students, as well as improving teaching practice.
- Ensure consistent pedagogy across the school in key curriculum areas of English, Mathematics, STEM Inquiry and Religious Education which includes the High Impact Teaching Strategies
- Refine the use of Learning Journals to support Ongoing Reporting, including but not limited to task design and feedback.

3. Student Wellbeing

- Use data to ensure a safe and supportive environment for students

- Ensure a consistent pedagogical approach to the teaching and learning of student wellbeing including but not limited to the use of Wellbeing resources and planning documentation
- Provide opportunities for parents to access and engage with a range of Wellbeing resources to support and enhance their child's wellbeing in partnership with the school
- Provide opportunities for students and staff to access and engage with a range of wellbeing resources to support and enhance student wellbeing
- Empower student voice in decision making processes and learning and teaching programs
- Initiate targeted intervention support including but not limited to Seasons for Growth and Peaceful Kids to support vulnerable students.

4. School Community

- Collaborate with an external marketing consultant to finalise and enact a strategic marketing plan to promote and build enrolments
- Actively promote senior school opportunities to all families to support student retention
- Actively seek new opportunities for student participation in the wider community throughout the year
- Implement a teams based approach focussing on Marketing, Grants and Community Engagement
- Develop a Parent Engagement Policy including curriculum based annual family nights.

5. Leadership and Management

- Review and renewal of Vision and Mission, prepared in collaboration with key stakeholders
- Provide opportunities for all staff to collaborate and share practice through professional learning experiences, in order to build teacher capacity
- Collect, analyse and use student data to inform and drive improvement across all areas of learning and teaching, at both a leadership and staff level
- Refine Assessment Schedule, inclusive of all curriculum areas, and prioritising appropriate data tools (ICON and Learning Journals platform)
- Facilitate regular feedback and professional learning opportunities to develop teacher capacity in areas aligned with the schools SIP/AAP
- Finalise, promote and implement curriculum policies in the areas of Teaching and Learning (Semester 1), English, Mathematics (Semester 1) and Religious Education
- Implement Stage 1 of the Building Master Plan
- Promote through discussion and collaboration with key stakeholders Stage 1 and Stage 2 of the BMP.