



St Mary's School Malvern East

2021 Annual Report to the School Community



Registered School Number: 1024

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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 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.

08/04/2022

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

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

Our School Vision

At St. Mary's Malvern East, we are all responsible for being a welcoming, inclusive, Foundation to Year 6 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

Despite the impact Covid-19 had on all schools in 2021, once again, 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 in a similar manner to that of the previous year. This work is underpinned by our strategic intent to use evidence based practice consistently to achieve an exemplary learning community in which all can flourish.

These partnerships included Melbourne Archdiocese Catholic Schools, The Australian Catholic University, Monash University, The University of Melbourne, and Holy Family and St Paul the Apostle South Primary Schools, in 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. 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.

Our school culture was readily recognised by the independent school reviewer in her final Review Report, further to the 2021 School Review, where she stated, "St Mary's is both an exemplary and high performing school". This achievement is a tribute to the staff and the school's leadership team who work tirelessly to ensure excellence is synonymous with St Mary's School. Our work on long term strategy in 2021 included a revision of our School Vision and Mission, the development of a new School Improvement Plan, and a new 2022 Strategic Intent, as outlined below.

School Improvement Plan 2022 to 2025 - Goals

- To use research, evidence informed and consistent pedagogical practices to implement high quality learning and teaching that enables every student to thrive.
- To continue to grow and maintain a staff culture of high performance and development.
- To embed initiatives which promote student voice and agency in learning, wellbeing, safety and social justice issues.
- To provide opportunities to foster and promote parent engagement and community connections.

Strategic Intent

Implement contemporary, high quality learning and teaching practices to ensure every student thrives.

Further to a change in system governance, the school has appointed a new School Advisory Council with a primary focus to improve student retention in our senior school. Part of this work will require the school to provide more reassurance for our own families about the 'fear of missing out on a place' in a range of local colleges, and secondly, to collaborate with the principals of the local independent schools to achieve mutually beneficial enrolment outcomes for both St Mary's School and the respective local independent schools.

The partnerships referred to above provided critical support and greatly assisted us to respond creatively to the reality of another year that was significantly affected by Coronavirus restrictions and as such, Remote Learning. The often used parent phrase of 'St Mary's was just amazing', reflected once again, how highly our families valued and appreciated the exceptional efforts of staff. It is equally important to note that our parents and extended family played a pivotal role in this success. And so, it is with much gratitude and pride, I say thank you and congratulations on 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 our achievements during two years of remote learning and the development of our revised Vision and Mission, and our new School Improvement Plan.

I look forward to collaborating with you in 2022 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

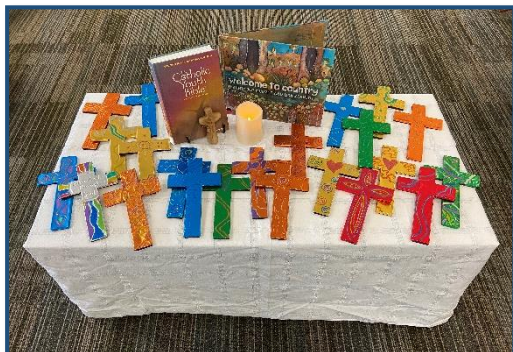
Shane Tobin

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

Professional Learning:

- Annual yearly overviews were completed by each year level to ensure the renewed curriculum framework would be covered.
- Staff engaged in a session utilising the Pedagogy of Encounter with the aim of exploring the meaning of Easter within a re-contextualised framework. This included the opportunity to prepare a unit of work for students
- Monsignor Hall led a session to train all staff to be a special Minister at Mass
- Some staff members attended an Encountering the Sacred- Prayer Collective throughout the year, with two other schools; Holy Family School and St. Paul the Apostle South and facilitated by MACS.
- Staff attended an online workshop about Assessment in Religious Education facilitated by MACS
- Staff explored the MACS Accreditation policy and were shown how to update the TAP portal on CEVN to note their hours for the purposes of gaining and maintaining accreditation according to the policy
- The TAP portal was updated to register all professional learning during 2020/2021 and accreditation hours applied to individual staff profiles
- Staff explored the life of St. Mary of the Cross Mackillop in preparation to teach students about the Australian Saint's life.

Faith Development:

- Monsignor Hall led a whole staff session about the rituals and practice of Eucharist.
- Staff completed a workshop with a focus on the Ten Characteristics of Prayer
- Accreditation to Teach Religious Education in a Catholic school was completed by two staff members

- Successful application for sponsorship to complete Catholic Accreditation by a staff member, commencing in 2022
- Weekly seasonal prayers were published in the staff and school Newsletters
- Staff learnt about the Feasts of the Assumption and the Immaculate Conception of Mary in preparation for commemorating those Feast days.

Liturgies / Community Partnerships:

- The Principal, Mr. Shane Tobin, led a prayerful liturgy for staff on the first day back at school
- A whole school welcome Mass was celebrated in the first week of the new school year which included the blessing of class candles
- Students who had prepared for the Sacrament of Eucharist in 2020, celebrated a delayed Sacramental Mass
- A commissioning Mass for Year 6 and Foundation students was held at which students were given their Year 6 jumpers
- A commemoration of 200 years of Catholic Education was celebrated by staff and Monsignor
- The whole school celebrated the Feast of St. Patrick at a Mass
- Reflection days for each of the Sacramental classes were held
- The Sacraments of Reconciliation, Eucharist and Confirmation were celebrated with students and families in attendance
- Foundation enjoyed a family Faith night within the Narthex
- Year 1 and Year 2 celebrated well-attended online Faith nights
- A Junior school Family Mass was celebrated on Palm Sunday followed by refreshments on the Sacristy lawn
- Advent liturgies were led by different Year levels during December
- Passion plays were performed by Year 6 leaders and some younger students in the lead up to Easter.
- Parents provided pancakes for students, staff and parishioners at the commencement of Lent
- Foundation students performed a Nativity play for families in the final week of the year
- Commemorative liturgies for Mother's Day, Father's Day, ANZAC day and Remembrance Day were celebrated as a whole school led by various Year levels
- When possible throughout the year, classes attended the Parish Mass
- Members of the Parish Council produced a child safety video message in the school to be broadcast on the parish website.
- The parish Feast day was commemorated with a whole school Mass followed by a treat provided by the Parent Committee. Each student received a set of Rosary beads to take home.
- When assemblies were able to be held, various classes led whole school prayers and reflections.

- Year 1 led the school in lunchtime Grace during Term 4
- When possible, groups of senior students served lunch at First Friday Mass to parishioners

Social Justice:

- Project Compassion fundraising occurred in each classroom throughout Lent, particularly in Year 4 who coordinated fundraising at Assemblies.
- Year 6 led a Charity Fundraising day for various organisations
- Fundraising initiatives led by school SRC
- Easter raffle donation of hampers for St. Mary's Care families
- Voucher donation initiative for St Mary's care Christmas appeal.



VALUE ADDED

as above.

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 facilitated by Melbourne Archdiocese Catholic Schools (MACS) staff, including the School Wide Improvement Framework (SWIF) network meetings.



- 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.



- Our Camp Programs for students in Year 3, Year 4, and Year 6 continued successfully in between extended lockdowns. Year 3 enjoyed a night at Camp Manyung in Mount Eliza, Year 4 spent two nights at Lady Northcote, while our Year 6 students experienced three nights in Ballarat, touring Sovereign Hill and Bendigo.

STEM Inquiry:

- All teaching staff were supported with planning new units of work through participation in personalised meetings, at the end of each term. 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.

- A closure day at the end of the 2021 school year provided staff with an opportunity to collaborate and redesign our STEM Inquiry Scope and Sequence, and thus ensuring all aspects of the Victorian Curriculum will be addressed over the two years ahead.

English:

- Various guest presenters were invited during both SWELL week and Book Week 2021 to encourage and engage students in their reading and writing. These included Phil Kettle who visited Year 1 and 2, Anna Cidor (author) who visited Years 3-6 and collaborated with Years 4 and 6 in particular on her new book, Marc McBride (illustrator) who presented to Years 3-6 and Perform Education who presented a virtual performance of their Book Week play.
- MACS learning consultants worked with the Literacy leader to plan professional learning opportunities for staff to improve student learning outcomes
- Two opportunities for Public Speaking courses were again offered during 2021. Advanced Presentation Skills coordinator, Mrs. Sandra de Geest worked with Ms Pell and Ms Jones and Year 6 during Term 1 and Superspeak worked with Year 4. A parent evening was held for Year 6 but unfortunately covid lockdowns prevented the Year 4 session going ahead.
- Regular English Updates featured in the School Newsletter, sharing resources and overviews of what has been explored in classrooms, and across levels.
- Literacy Intervention continued for low attaining students across a variety of year levels. The Literacy Intervention teacher worked with small groups of students across a couple of sessions each week through the MiniLit program. This program successfully continued throughout the Remote Learning experiences. In addition, Learning Support Officers implemented the MultiLit program for a number of Year 2 and Year 3 students. Selection for the programs is considered by the Intervention team through fortnightly meetings and the analysis of current data. The Levelled Literacy Intervention program with a focus on comprehension was implemented during the first half of the year and the Literacy Intervention teacher completed some focussed work with selected Year 4 students.
- A range of whole school Literacy assessments took place throughout 2021, all of which helped to monitor growth and achievement. These assessments include, but are not limited to Fountas and Pinnell Benchmark assessments, South Australian spelling tests, Phonics check for Year 1 students, Record of Oral language, Writing moderation and the annual Progressive Achievement Test (PAT) Reading.
- Staff participated in an English professional development day with a focus on improving writing skills across the school. Other professional learning occurred during the year within the professional learning communities of practice including learning about sentence structure and grammar, analysing the SAST, and two writing moderation opportunities. Some staff attended virtual professional learning with a focus on vocabulary development, utilising mentor texts, selecting books for boys, and cohesion in writing.
- Three parent helpers literacy course sessions were run to upskill parents to be able to assist in the classrooms. Unfortunately, due to covid, opportunities for classroom assistance were limited in 2021.
- Book Week 2021 became a virtual event, inclusive of whole school Book Week dress up parades, individual class focus on CBCA short listed books, a virtual storytime with a different presenter each day, voting for favourite books, a virtual performance by Perform Education

and online author and illustrator visits. A student from each class received a gift voucher to a local book store as an encouragement award selected by teachers.

- The Literacy leader undertook a project with Melbourne University with a focus on 'increasing metalinguistic awareness to create a dialogic pedagogy about the language of picture story books, to improve student writing'
- New sets of decodable texts were purchased for use in the Foundation to Year 2 classrooms and in Literacy intervention.
- Throughout the year literature texts including dual copies of all of the shortlisted CBCA books were purchased for the library
- Expansion of subscriptions to support online learning eg. Wushka
- An analysis of NAPLAN data in Reading, Language conventions and Writing was undertaken
- Staff engaged in professional learning to develop a Data Plan for English, making the shift from the existing Assessment Schedule. Creating the Data Plan created a strong focus on the data that comes from assessments; how it is to be analysed, what the data tells us and who is responsible for action on the data.

Mathematics:

- Regular Mathematics Updates included in the School Newsletter, sharing resources and overviews of what has been explored in classrooms and across levels.
- Mathematics Intervention continued for low attaining students across a variety of year levels. The Mathematics 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 with a very specific emphasis on mental strategies. This program successfully continued throughout the Remote Learning experiences.
- A range of whole school Mathematic assessments took place throughout 2021, all of which helped to monitor growth and achievement. These assessments include, but are not limited to Pre and Post Assessment, Essential Assessment, Westwood Speed tests and the annual Progressive Achievement Test (PAT) Mathematics.
- Continued with the Early Years Numeracy Project facilitated by MACS. Grew the participation from the Foundation teachers (2020) to involve all teachers in the Junior school, Foundation to Year 2 in 2021. The Early Number and Algebra (ENA) professional learning opportunity is designed to support mathematics leaders and teachers in developing a detailed and nuanced understanding of how children learn mathematics in the early years of schooling. The program aims to further enhance knowledge of the Victorian Curriculum in the Number and Algebra strand, progressions of learning and assessment practices and pedagogical approaches, in order to plan and implement learning cycles for students at their point of need.
- Maths Olympiad was offered to students as part of the school's Enrichment program.
- Staff engaged in professional learning to develop a Data Plan for Mathematics, making the shift from the existing Assessment Schedule. Creating the Data Plan created a strong focus on the data that comes from assessments; how it is to be analysed, what the data tells us and who is responsible for action on the data.

Digital Education / STEM:

- Digital Education Professional Learning Community meetings throughout the year that focussed on a number of core aspects, including a refresher on Cyber Safety issues relating to current students, along with consolidating Digital Tools including Hapara and Google Classroom.
- Introducing new devices and apps to staff, such as the Sphero Robots, which were taught to students explicitly in Digital Technology Lessons and also made available for teachers to use in their own classroom lessons.
- Introduction of a new Digital Education Specialist program in Term 1 which focussed on explicit lessons to students on Cyber Safety issues and Computer Sciences in order to meet curriculum outcomes.
- Introduction of a new STEM Learning Center Program for Terms 2 and 3 in which students worked in multi-aged, small groups applying design principles in order to complete a range of activities. The tasks included designing and building marble runs, bridges, chairs and towers and using digital technologies including Lego WeDo, coding and digital microscopes.
- Rollout of a new Chromebook Program to students in Years 1-6 in which all students had 1 to 1 access to a Google device. Students in Years 3 to 6 received new devices which they were able to take home to facilitate Home Learning.

Core Specialists:

- Visual Arts: Throughout 2021, our Visual Arts specialist teacher was able to proudly create and share our anticipated Visual Arts show in Term 3. Although this biennial event was also impacted by the ongoing Coronavirus lockdowns, and had to, for the very first time, be shared with parents virtually, the event was still very well received by our parent community.



- Music: Our Music program has continued to flourish throughout 2021, with musical instruments being learnt and connections being made with STEM Inquiry learning across the classrooms.
- 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.
- Physical Education: Students were unable to complete the majority of our annual sporting events normally held throughout the year, due to Coronavirus restrictions. However, all students continued to be engaged and motivated in their Physical Education classes, whether that was online or in person. A wonderful achievement in Physical Education this year was the collaboration with Brodie Smith, a Goalball Paralympian. Her inspirational videos provided a wonderful boost to the St Mary's community during one of many extended lockdowns and Remote Learning period.

STUDENT LEARNING OUTCOMES

While 2021 saw the return of the annual National Assessment Program - Literacy and Numeracy (NAPLAN) for students in Year 3 and Year 5, St Mary's School continued to monitor and analyse student learning outcomes across all curriculum areas (specifically for core curriculum areas English and Mathematics) and all year levels.

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 2021 are listed below.

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
- * MiniLit (Meeting Initial Needs 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 - across three strands
- * Progressive Achievement Test (PAT) - Mathematics

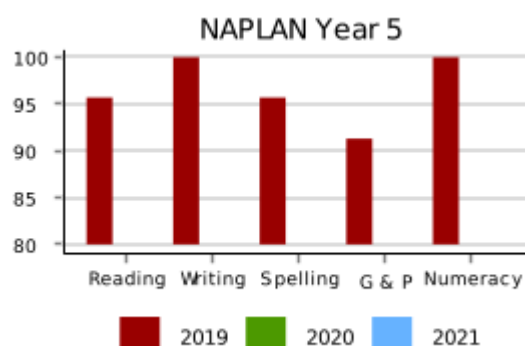
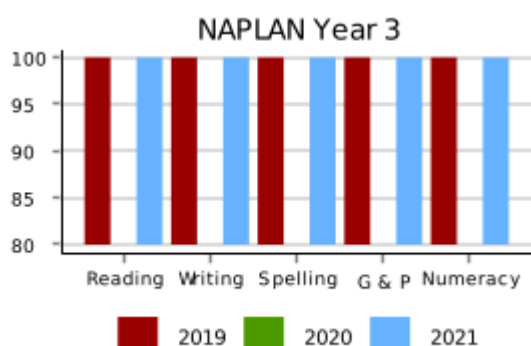
Our student in Year 3, 2021 saw exceptional results in their NAPLAN assessments, with 100% of students meeting or exceeding minimum standards for reading, writing, numeracy and language conventions (spelling, grammar and punctuation). No students at St Mary's School sat the Year 5 NAPLAN assessments in 2021.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	91.3	-	-	***	-
YR 05 Numeracy	100.0	-	-	***	-
YR 05 Reading	95.7	-	-	***	-
YR 05 Spelling	95.7	-	-	***	-
YR 05 Writing	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 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.

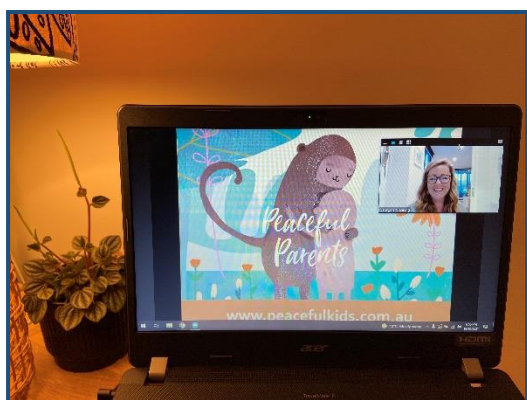
Achievements

- Early in Term 1, our students in Years 3-6 participated in a special workshop, Play to Your Strengths, facilitated by the St Kilda Football Club
- St Mary's School once again celebrated and promoted a dedicated week to Student Wellbeing (SWELL Week) at the beginning of the year, where all classes took part in fabulous sessions to build teamwork, and positive and respectful relationships. As part of the week, students met with their Buddy classes and enjoyed a picnic together.
- Our Foundation, Year 1 and Year 2 students participated in the Social and Emotional Learning, Seal Growth Mindset program, which consisted of five incursions exploring concepts such as starting school and friendships. The workbooks associated with this program proved to be helpful in supporting the ongoing conversations within the classroom.
- A range of resources were purchased to further support the teaching and learning of wellbeing, including, but not limited to new sandpit toys and social and emotional picture books.
- Our House Point reward system for the 2021 school year proved to once again be very well received, with the use of coloured business cards, worth five points each being earned and posted in house tubs, displayed in the School Foyer.
- Continued the tradition of Buddy families for our Foundation cohort, 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 6 classroom. 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. After



applying, students were then democratically elected by their peers and SRC badges were awarded to students during an assembly in Term 1.

- Student Wellbeing Updates continued to be 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.
- 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.
- Registration and participation in the GRIP Leadership Conference, to support our Year 6 students in building their growth and confidence as a School Leader.
- There has been an increased emphasis of student wellbeing in supporting students during and returning from extended periods of Remote Learning. 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, 'Peaceful Parents, Peaceful Kids' (October). This parent seminar was intended to help parents boost their own wellbeing as well as learning strategies to support their own child's wellbeing. 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 (journaling), 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.

VALUE ADDED

as above.

STUDENT SATISFACTION

While students were once again presented with a range of academic, personal and social challenges due to extended periods of Remote Learning, St Mary's School continued to work pro-actively to ensure students remained connected and engaged in their learning during these

challenging times. Some new initiatives introduced in 2021, are listed below, all of which were well received by students throughout the year.



* A Bike Education program was introduced to our Year 6 leaders who thoroughly enjoyed learning cycling skills, and bike maintenance.

* A teddy bears picnic was held for our Foundation students as they returned to on-site learning in Term Four.

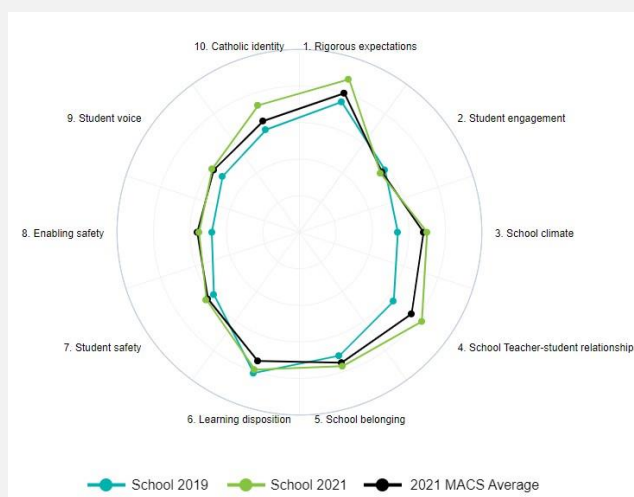
* Virtual journaling sessions were provided to our Year 4 students as an opportunity to prioritise their mental health and well-being during the difficult and ongoing weeks of remote learning.

Our students in Year 4 and Year 6 were invited to participate in the 2021 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS). Overall, 55 students took part and answered a series of questions covering ten domains, as listed below.

1. Rigorous Expectation
2. School Engagement
3. School Climate
4. Teacher - Student Relationships
5. School Belonging
6. Learning Disposition
7. Student Safety
8. Enabling Safety
9. Student Voice
10. Catholic Identity

The results, as indicated in the Comparative Domain Radar included here on the right, demonstrates that our students scored St Mary's School either at or above both the 2021 MACS average and our school 2019 data, across all ten domains.

The strongest scoring domains for 2021 include, rigorous expectation and school teacher - student relationships.



STUDENT ATTENDANCE

At St Mary's School all class teachers are required to maintain the electronic roll on SIMON (online management system). 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), though 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	96.0%
Y02	95.0%
Y03	95.3%
Y04	95.4%
Y05	null%
Y06	94.7%
Overall average attendance	95.3%

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

- Investment of a new Tag On System, whereby students are assigned, after parent permission is granted, a small keychain to 'tag on' at the student kiosk once a day. When students 'tag on' parents receive an email notification to let them know their child has arrived safely at school. Students also earn personal active travel points and house points for their team
- All staff completed the National Consistent Collection of Data (NCCD) - Disability Standards for Education for Primary Schools e-modules, both Part 1 and Part 2
- 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 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 the Department of Education and Training, 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
- Whole school approach in pro-actively managing positive relationships, through a Student Relationship Development Plan. Clear steps are provided in outlining how to manage inappropriate behaviours.



- Acknowledging the National Day of Action Against Bullying and Violence through multi-age activities within the classroom, and keeping our community aware in School Newsletters and Konnective updates
- 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
- Our Covid-Safe Plan was regularly reviewed and updated in accordance with announcements made by Victoria's Premier and Chief Health Officer and subsequently published in updated copies of the School Operations Guide from Melbourne Archdiocese Catholic Schools.



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

Strategic Development:

- Through the use of analysing data and reflecting on all aspects contained within the five spheres as reflected in the School Improvement Framework (SIF) rubrics the leadership team and staff prepared for our 2021 School Review
- Leadership team, staff, students and parents actively contributed to our 2021 School Review, with external consultant, Gaynor Robson-Garth
- Liaised with staff, students (when relevant) and Parish Education Advisory Board members to review and ratify a number of Policies.
- With the formation of our new Governance body, Melbourne Archdiocese Catholic Schools, the Parish Education Advisory Board was officially closed with a new School Advisory Council (SAC) being introduced, with parents being invited to apply for a position on the SAC in line with newly established Terms of Reference.
- Continue to support two staff members in their Masters of Educational Leadership studies at Australian Catholic University and two staff members in studies to complete their Accreditation to teach Religious Education.
- Provided ongoing resourcing and support structures, including the employment of a Business Manager, to maintain Stage 1 (eAdmin) of the Information Communication Online Network (ICON) platform
- Plans for the redevelopment of the Tennis Courts to create Multipurpose Courts (tennis, basketball and netball), Open Play Space and a Passive Play Area came to fruition.
- Continued working collaboratively with an external Marketing Consultant to support a strategic marketing approach, with a specific support in place around student retention (Year 5/6), Foundation enrolments (including Open Days support) and Social Media and website updates.
- Invested in the online platform, Enquiry Tracker, as a resource to be able to better manage school enrolment enquiries, including Open Day attendees and enrolment applications. This investment required the Principal, Deputy Principal, two Office staff and our Marketing

Consultant to attend additional online training sessions to ensure we were able to fully utilise the features of the online platform.

- Ensured all staff maintained current Victorian Institute of Teaching (VIT) certification, Mandatory reporting modules and all relevant First Aid, CPR and Anaphylaxis training.



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 Melbourne Archdiocese Catholic Schools (MACS) to establish a new partnership to support Mathematics with Foundation, Year 1 and Year 2, as part of the ongoing Early Number & Algebra (ENA) program
 - Collaborated with Melbourne Archdiocese Catholic Schools, Holy Family Primary School and St. Paul the Apostle South School to maintain a partnership to support Faith Education with a focus on the Pedagogy of Encounter
 - Maintained a partnership with Mr Lucas Johnson 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
- Maintained a Remote Learning Plan for families, ensuring responsibilities of teachers, students and parents were clear, as well as providing a consistent 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.
- 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.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Despite the fact that Covid-19 once again impacted on our ability to engage in consistent 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 2021 Annual Action Plan.

Core Professional Learning activities held during 2021 have been listed below.

- * PAT data analysis workshops - Reading Comprehension and Mathematics
- * 2021 NAPLAN data analysis workshops
- * First Aid training - CPR, basic First Aid skills and administration of EpiPens
- * Cybersafety webinar
- * A continued focus on the five High Impact Teaching Strategies
- * School Improvement Framework rubric - self assessment
- * NCCD online training modules
- * Special Minister training with Monsignor Stuart Hall
- * Staff journaling sessions with external provider
- * School Closure Day with a focus on the Ten Characteristics of Prayer in a Catholic Dialogue School
- * School Closure Day with a focus on Staff Wellbeing, facilitated by Danielle Jacobs (psychologist)
- * Assessment in Religious Education, facilitated by staff from Melbourne Archdiocese Catholic Schools
- * All staff participated in the 2021 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS)

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
- * School based Leadership Days

Number of teachers who participated in PL in 2021

25

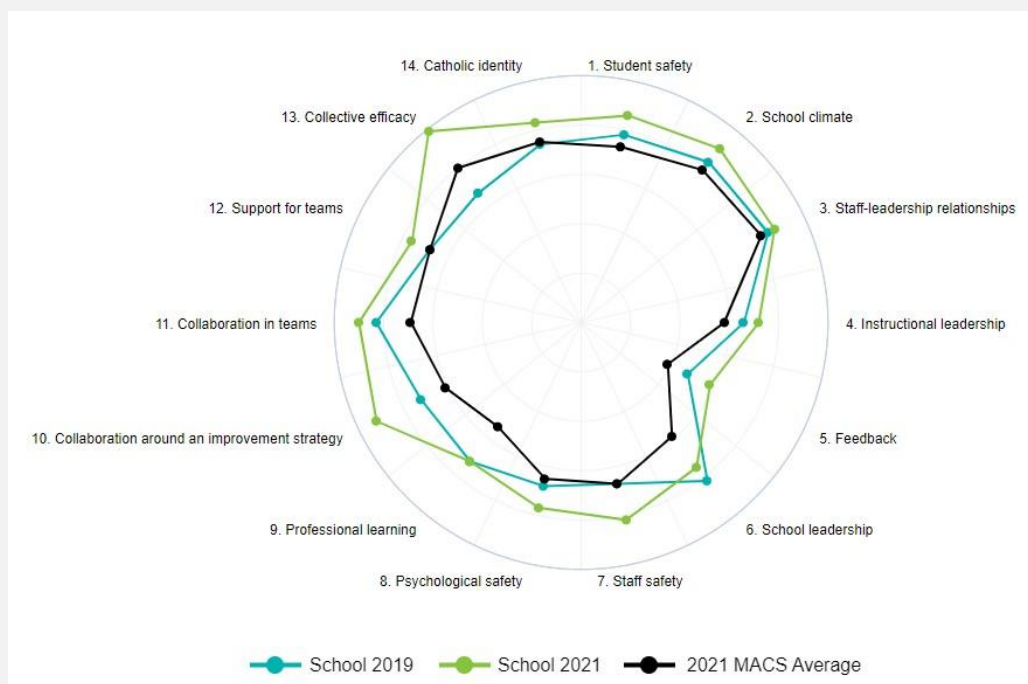
Average expenditure per teacher for PL

\$1535

TEACHER SATISFACTION

In October, 2021 all St Mary's Staff, inclusive of teaching and non-teaching, were invited to complete the annual Melbourne Archdiocese Catholic Schools - School Improvement Survey. We received results from 25 staff members, up from 21 responses in 2019. Staff were required to answer a series of questions across fourteen domains.

As indicated in the Comparative Domain Radar below, St Mary's Staff have achieved results well above the 2021 MACS average, and above our own 2019 school data.



Our strongest domain as identified through the staff survey is domain 13 - Collective Efficacy. School Climate, Collaboration around an improvement strategy and Collaboration in teams were other domains that saw very high results.

In regards to Collective Efficacy, all three question items, including teachers being able to motivate students, teachers being able to assist student growth and teachers being capable of extending students, saw results with percentages above 85%.

Overall, these results are very positive and we are extremely proud of the professionalism and commitment as demonstrated by all our staff throughout the 2021 school year.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	66.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	75.9%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	29.4%
Graduate	17.6%
Graduate Certificate	5.9%
Bachelor Degree	88.2%
Advanced Diploma	5.9%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	18.5
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	4.4
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.
- Students involved in the Enrichment Program produced a Termly Student Newspaper 'The Mary-Go-Round' showcased a range of school highlights and achievements
- Regular communication was made with families of pre-school age within the Parish to promote St Mary's School
- The Parent Committee re-imagined our Biennial Fair as a 'Christmas Adventure Market', which was held late Term 4, after Coronavirus restrictions were eased. This remarkable event provided an opportunity for our community to reconnect, whilst also promoting and raising money for our school. Our new Foundation 2022 cohort were also invited to the event as a way of welcoming them to the St Mary's community.



PARENT SATISFACTION

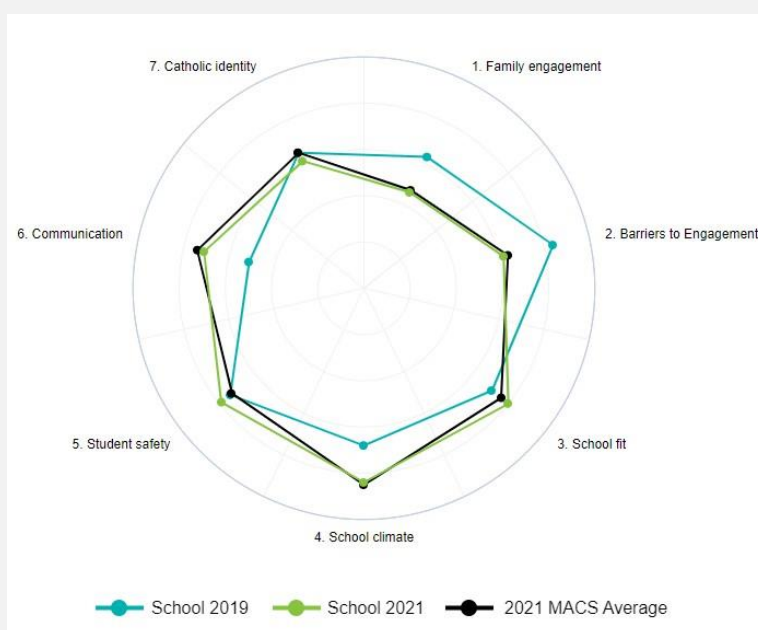
Throughout the extended periods of Remote Learning in 2021, St Mary's School once again embraced a proactive approach to seeking feedback from families both formally, through Google Forms and informally, through phone calls and emails. This feedback ensured we could tailor our Remote Learning programs to cater for and support as many families as possible.

One significant formal aspect of seeking parent feedback during the year, was in the form of the Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS). In October, 2021 St Mary's School invited all families, Foundation to Year Six, to participate anonymously in MACSSIS. Across the school, we had 36 families complete the survey, up from 23 families in 2019. A number of questions were asked, covering the seven domains as outlined below.

1. Family Engagement
2. Barriers to Engagement
3. School Fit
4. School Climate
5. Student Safety
6. Communication
7. Catholic Identity

The results, as indicated in the Comparative Domain Radar below demonstrates that in all seven domains, families have scored St Mary's School very much in line with 2021 MACS averages.

Our strongest domain as identified through the family survey is domain four - School Climate. Question five within this domain asked families, "How much respect do you think the children at your child's school have for the staff?" and pleasingly 100% of families responded positively to this question. Question six and seven also saw strong results, where families were asked about the approachability of staff, as well as the level of respect staff have for our students. Both items scored 94%.



Future Directions

With our School Review being completed in 2021, St Mary's School now has a very clear understanding of where we need to focus into the future. After a comprehensive Review Report, complemented through feedback from our critical friend and our Melbourne Archdiocese Catholic Schools, School Improvement Survey (MACSSIS) results, staff have collaborated to establish a new School Improvement Plan (2022 - 2025) and Annual Action Plan (2022).

The following four priority areas are our goals over the next four years.

Priority 1

Goal: To use research, evidence informed and consistent pedagogical practices, implementing high quality learning and teaching that enables every student to thrive.

Priority 2

Goal: To continue to grow and maintain a staff culture of high performance and development.

Priority 3

Goal: To embed initiatives which promote student voice and agency in learning, well-being, safety and social justice issues.

Priority 4

Goal: To provide opportunities to foster and promote parent engagement and community connections.