



St Mary's School Thornbury

2022 Annual Report to the School Community



Registered School Number: 1108

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Minimum Standards Attestation

I, Chris Ray, attest that St Mary's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

17/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Mary's Parish Primary School Thornbury, as a sign of the presence of God, proclaims Gospel values centred on Jesus Christ as the model for life.

We are a welcoming spirit filled community that views the future with optimism.

By respecting the diversity and uniqueness of each person, we promote the self-worth and connectedness of individuals.

We value shared leadership that creates the structures for a broad, Inclusive and developmental curriculum within a safe, supportive and well-resourced environment.

Together with parents, we strive to provide life-long learners with the strategies and skills that instil confidence, equip them to journey towards their future and positively contribute to a changing world.

School Overview

"Learners Inspired To Learn"

- In 2022, St Mary's School had an enrolment of 213 students.
- The students were organised into 10 class groupings: 1 x prep; 3 x Yr 1/2; 3 x 3/4; and 3 x 5/6.
- The school had 36 staff made up of 13 full time teaching staff (including the Principal and other leaders), 8 part-time teaching staff (4.1 FTE), 1 full time Administration Officer, 1 part time Administration Officer (0.44FTE) and 13 part-time learning support staff (7.33 FTE).
- Our staff Leadership roles included 2 Deputy Principals; Learning & Teaching Leader; Learning Diversity Leader; Literacy Leader; Mathematics Leader; Religious Education Leader; Faith Development Leader; Student Wellbeing Leader; ICT Leader.
- Weekly specialist lessons were offered in Performing Arts, Physical Education/Sport, Italian and Visual Arts. We also had a Digital Technology Specialist Teacher working with children from across the school.
- Our families have a wide selection of excellent Secondary Schools from which to choose to further their children's learning. We are a priority Parish for Santa Maria College, Academy of Mary Immaculate College and Parade College, with children also having access to other Catholic Schools in our region. Local Government Secondary Schools include the highly regarded Thornbury High School, Northcote High School and Preston High School.
- During 2022, St Mary's School implemented the first year of our 4-year School Improvement Plan.
- A significant focus for the school has been to develop ourselves as an 'Evidence Based Learning School'. We plan for learning based on the evidence of what children have demonstrated they already know and can do. Learning is student centred. Children are supported to learn at their point of need.
- Our historic building houses modern learning spaces.
- ICT is used across the school to enhance learning and engage learners. Children have the opportunity to develop their ICT skills appropriate to their age and ability. Children from Years 3 - 6 have their own chromebooks to enhance their learning.
- Before & After School Care is provided on-site by OSHClub, who also run a holiday program on-site.
- We work closely with our Parish to promote Faith and to build links with our broader Parish Community.
- During 2022, St Mary's Parish and our partner Parish, St Joseph's Northcote, were combined with the Parishes of Holy Spirit Thornbury East and St Anthony's Alphington, to become a Mission as part of the Melbourne Archdiocese strategic planning.
- St Mary's is an inclusive community. We warmly welcome all who want to join us.

Principal's Report

Having begun as Principal of St Mary's at the start of 2021, I entered my second year as Principal of St Mary's with great confidence that every child enrolled at our School would be given every opportunity to learn to their potential. We were coming out of the COVID restrictions that had impacted the previous two years and were looking forward to rebuilding the connections and partnerships that we valued as a strong community.

I continued to be impressed by the dedication of the staff, their eagerness to prepare thoroughly for the children's learning, and their willingness to support each other to meet the needs of the children. I was very happy to be a part of this team.

A year into my time at St Mary's, I was no longer surprised by the fact that there is something special about the children at St Mary's. They have a genuine gratitude that is on display to each other and to all they came into contact with.

And I continued to be impressed by our Parent Community and their desire to act in the best interests of all the children. I really believe the community at St Mary's epitomises the concept of "It takes a village to raise a child".

And I am still being impressed by the focus on genuine learning and on the wellbeing of our students. These things are easily seen and heard constantly around the school. We can see the focus on Learning Dispositions and the children are able to articulate the importance of each of the dispositions. The children are able to talk about their learning in such a way that clearly demonstrates they understand how they learn best. The children support each other in their learning and in making good behaviour choices. These things haven't come about by accident. There is an emphasis by the staff on developing these dispositions, these positive, growth mindsets with the children. And our parents are a wonderfully positive support for the children and staff.

I am grateful that I am the Principal of St Mary's and I am very much looking forward to building upon the wonderful things in place here.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To strengthen our Catholic Identity by nurturing the faith formation of students, staff and families.

Intended Outcome

That we are witnesses to the mission of the Church.

Achievements

In working towards our intended outcomes we continued to develop an environment that:

- is transitioning into the Mission Model with the four Schools within our Parishes
- provided authentic learning opportunities for faithful spiritual beings by holding significant prayer formation sessions on a weekly basis. This allows staff and students to take part in developing their ongoing prayer life.
- enhanced the prayer life of the school community by providing and modelling various forms of prayer.
- enhanced the teaching and learning of our Religious Education Curriculum, by beginning our thinking around the pedagogy of encounter.
- supports our Social Justice thinking to include a strong indigenous perspective for staff, students and the wider community.

St Mary's Catholic School continued to work to enhance its Catholic identity and deepen its faith journey. We work closely with the Religious Education Leaders of the other schools in the four Parishes of our Mission and our two Parish Priests by meeting twice each term. We came along with the Parish & Priests, to plan, organise and sustain an ongoing sacramental faith journey. We continually engage in a dialogical setting as a Parish and School team to ensure faith and life find a meeting place. Developing a connection to church life again has been a challenge for us since COVID restrictions have lifted and we have offered Masses where students have a role to play, especially within our sacramental life. Here, we strived to provide opportunities for all stake-holders to be hope-filled agents and faith-filled followers of Christ, who are outward looking and brave as we work together to make our school communities and the world a better place. This is our calling in Jesus's mission to share the light of the world today.

Our 'Social Justice Team', in their second year, had a clear 'lens' of outreach support, to Catholic and secular initiatives, across the year. It was decided that there are two elements within this Team's work - one is the call to action and the other is education. The team worked closely with the MACS staff member, Leila Gurruwiwi, on Aboriginal perspectives and our place today. The aim was for our staff and students to recognise traditional owners and knowledge of Country, cultural values and traditions that influence our urban community; the Wurundjeri country which covers most of the area now known as greater Melbourne and includes the City of Darebin. To celebrate this unbelievable journey all students had the opportunity to work with an artist in residence and create a mural that demonstrated our journey of enlightenment.

Our Religious Education curriculum and Pedagogy of Encounter at St Mary's Catholic Primary School is a call for a faithful community that drives a sense of mission, the Traditions and Catholic Identity of our school.

We continued exploring the concept of 'going deeper' within Religious Education sessions by:-

- using provocations - fertile and rich questions are posed as well as tapping into student questions to identify 'where to next?' in their learning
- ensuring rich Gospel Values sessions occurred
- incorporating sacramental learning across all levels, Prep - grade 6
- implementing P-6 big concept 'I can' statements to assist learners to reflect on their learning

This type of thinking is developed by having regular facilitated planning sessions within our collaborative planning process where teachers are encouraged to enter into dialogue around the learning and at times they become the learners themselves to attend to their own professional development. Following this, our aim is to create deep learning and powerful teaching to animate learners in Religious Education.

Our school-based Sacramental Programs for the Sacraments of Reconciliation, Eucharist and Confirmation were all taught across the year and candidates were well prepared for their sacrament. We celebrated all sacraments during 2022 free from COVID restrictions. We were able to present all Parent and candidate formation opportunities for all Sacraments. This allowed time for the parents to reflect and talk about the importance of journeying with their child at this time of preparation. Parent feedback told us that the sessions were meaningful to them.

Praying together was a major focus for us and, as a staff, we prayed together weekly with thought and consideration. There is evidence that the time and thought being placed on this has made prayer a visible element in our staff room, and classrooms, which has enhanced the classroom prayer experience for our students and we know from MACSSIS data that the students want more of this.

We prioritised our professional learning in Religious Education and targeted specific professional learning for teachers on site.

The learning for staff has been in -:

- creating Learning Intentions and Success Criteria related to learning in Religious Education, allowing students the opportunity to know how they can be successful.
- deepening our knowledge about the Pedagogy of Encounter led by our MACS RE advisor.
- unpacking scripture in a meaningful way for young learners
- increasing our knowledge and understanding of Aboriginal perspectives with MACS advisor Leila Gurruwiwi.

VALUE ADDED

- Rich dialogue around how to use the new Religious Education Framework and the progression levels in real units of work.

- Deep thinking and learning have driven our robust and rigorous Religious Education curriculum.
- Religious Education is integrated throughout our school life and key learning areas and is based on the Horizons of Hope - Pedagogy of Encounter.
- A student Social Justice Team was in place again in 2022, under the guidance of key staff members, creating opportunities for fundraising, resourcing and awareness-raising for local and global community causes with a strong educational element to the action.
- Opportunities to pray together has become the norm.
- Regular meetings with parish, parish schools, Education in Faith leaders and Parish Priests.

Learning and Teaching

Goals & Intended Outcomes

Goal

To improve staff capacity in the use of data and pedagogy - by engaging staff in teacher inquiry

Learning Outcomes

- That staff are empowered to drive learning outcomes through strong pedagogical practices
- That learning growth improves in Writing & Numeracy

Achievements

In working towards our intended outcomes we continued to develop strategies that:

- ensured that explicit teaching was targeted at the needs of the student in both English and Numeracy by using agreed-upon data.
- ensured teachers actively participated in weekly planning across four curriculum areas facilitated by Leaders of learning areas.
- implemented quality Learning Intentions, Success Criteria, Learning Dispositions and Capabilities, so that learning was visible for all students.
- supported teachers to generate and plan for the next steps of learning, by using data to inform our teaching.
- focused on developing teacher capacity around writing, to increase student engagement and motivation, and build writing stamina.
- re-energised our Evidence-Based Learning elements, such as: 'self-regulated learners', 'The Learning Pit' and 'Learning Dispositions' to increase student voice and ownership.
- supported us to create SMART goals that work, as a learner, and celebrating the achievement of goals by students and staff.
- tailored 'Learning Sprints' that catered to individual needs of students in English and Numeracy to improve their specific learning outcomes.

Learning and Teaching at St Mary's has continued to be a significant focus, where student learning is targeted, explicit and caters for all students. Our teaching staff and Learning Support Officers embraced learning opportunities for themselves and the students they work with. In the context of Learning and Teaching, this has revolved around building relationships and procedures that ensure students are ready to learn and receptive to quality teaching. Wellbeing remains a significant priority for Learning and Teaching, and staff work in partnership with our Wellbeing Leader.

St Mary's is committed to aligning all initiatives within the Learning and Teaching sphere with our philosophy of being an Evidence-Based Learning school. We use solid research to support any new learning. We were able to build collective efficacy, by developing teams of teachers who can plan and set goals together and learn from each other to use student data to inform the learning. Staff worked together with the curriculum leaders to develop appropriate learning to guide their practice. They developed consistent shared documentation of the teaching, which

enabled teams to develop clear, succinct and thorough learning. All facilitated meetings followed an agenda and notes were recorded. We had shared protocols to ensure these meetings were collaborative and productive, with student learning at the forefront.

To support the embedding of Evidence-Based Learning, we re-energised the learning routines, structures, and strategies that improve learning for students and staff. We spent time unpacking the Learning Dispositions and how they are used to support learners. The focus was to make them a habit for all learners within our school community. We developed new School based posters and other resources to be more child-friendly and colourful. We reviewed what the Learning Pit was and how to use it to support students. We had to develop the context, language and processes. We started with a learning walk to find out what students knew. We designed spaced professional learning based on what we discovered and, using our collective wisdom, designed level goals to explore how best to use of The Learning Pit in our homerooms. Staff and students developed a consistent language when discussing Learning Dispositions and growth mindset, with concepts such as the Learning Pit underpinning our approach to setting high expectations for all learners.

As an Evidence-Based Learning school, our continued focus has been on impact, by intentional design of practice and utilising data and evidence of student achievement to drive our learning and teaching. Learning Intentions and Success Criteria have become embedded practice over a number of years at St Mary's and we continue to build on how to effectively use these to build clarity and promote assessment-capable learners. We ensure that we are focusing on students being self-regulated learners by explicitly teaching these skills.

St Mary's staff continued to embed an Evidence-Based Learning Structure and Framework, with an emphasis on English and Numeracy. This has continued to engage our students with their learning. Staff have been provided with regular opportunities to engage in professional learning around high-impact teaching strategies and the implementation of these in their practice. In Writing, we collected data about the student's attitudes toward Writing and we regularly collected samples to analyse using the St Mary's Writing rubric. This data drove the next steps of learning in Writing. There was a strong focus on building teacher capacity, with staff participating in professional learning that was fed back to all staff. Junior staff participated in professional learning about the "Bookmaking" approach and the middle and senior staff engaged in the "Seven Steps of Writing Success". Both pedagogical approaches aim to teach students to think like writers and write in a creative, engaging and purposeful way. The focus was on having 'choice' and 'voice' in writing, in order to motivate students and build writing stamina.

We continued using Essential Assessment Mathematics pre- and post-test data to ensure that students can view their progress and next steps of learning. Teaching staff also found gaps, trends and growth of cohorts of students. Our aim was to ensure excellence in practice and teachers developed a shared understanding of what explicit teaching looked like within small focused groups. Learning was driven in their level team to ensure that maximum learning occurred, and helped us to develop collective efficacy. Students were empowered to have a voice in their learning by actively setting goals for their next steps of learning. We began looking at mathematical proficiencies in relationship with mathematical knowledge by using an expert to assist us in developing our understandings.

To highlight to our students that they can be self-relegated learners, we again used Student-led conferences as our first formal contact with families about learning. We have developed a clear framework for the sharing of children's learning and goals with their families. This puts the students in charge of the parent-teacher conversations. We asked for family and student

feedback and a high percentage of families were impressed by the articulation of their children. All families shared that their children can confidently talk about learning.

We continued to use the Victorian Learning Commissioners program, where a small group of our students was taught how to analyse data and be part of the decision-making process in the area of Learning and Teaching. This group took this job very seriously and, as a school, we had an application process and an interview following student applications. For the first time, the response was of a high commitment and standard - we had 28 applications for 8 positions. During 2022, with the Learning and Teaching & Wellbeing Leaders, the group worked on re-branding the school's philosophies by working alongside a graphic designer. They also looked at student engagement and risk-taking and how students felt about the Learning Pit to generate 'student voice' to inform the review of our concept. Their input influenced school decisions about areas of focus.

STUDENT LEARNING OUTCOMES

2022 NAPLAN data indicates that our school mean scores were above the State mean scores in Writing (Grade 3 & 5), Spelling (Gr 3 & 5), Reading (Gr 3), Grammar & Punctuation (Gr 3). Our mean scores were slightly below the State mean in Reading (Gr 5) and Grammar and Punctuation (Gr 5) and Numeracy (Gr 3 & 5). As NAPLAN tests were not conducted in 2020 no schools were able to track data over the two-year period to measure growth of the 2022 Gr 5 cohort. Analysing 2021 and 2022 NAPLAN data, which provides data from different cohorts of students at the same year levels over the two years, the greatest areas of growth were Writing and Spelling in Grade 5 and Reading in Grade 3. This data indicated that Numeracy showed negative growth at both year levels from 2021 to 2022.

As well as the annual NAPLAN testing, we continue to collect and analyse data throughout the year to inform the next steps in student learning. Some of the actions implemented as a result of our learning from this data include:-

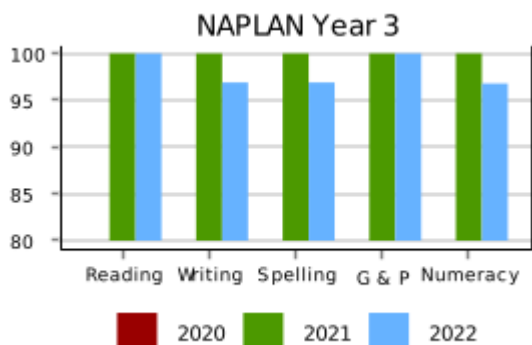
- To ensure that each student at our school had value added to their learning, we use a whole-school assessment and data schedule that is used to constantly monitor student progress.
- All staff, including LSOs, can complete running records and analyse the evidence. This then gave teachers a quick and accurate record of what the next step of learning would be for students in Reading.
- Pre-tests have been used to inform our teaching so that we can be more certain of each child's strengths and challenges in learning.
- A focus on students viewing their pre-test and developing SMART goals thus ensuring that they are developing their capacity to be self-regulated learners.
- Post-tests help us to measure learning growth and to evaluate teaching strategies and approaches.
- We have implemented learning sprints in all year levels. A Learning Sprint is a short (3-5 week) intervention focusing on extra support and tuition targeted at particular students with an assessed learning need.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	96.8	-3.2
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	96.9	-3.1
YR 03 Writing	-	100.0	-	96.9	-3.1
YR 05 Grammar & Punctuation	-	96.4	-	100.0	3.6
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
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 increase student ownership of their learning - by ensuring that students have a voice in their learning.

Intended Outcome

That students are self-regulated learners.

Achievements

In 2022, in line with our Annual Action plan goals, in the area of Student Wellbeing the focus has been on student voice and self-regulation.

At St Mary's we continue to give students a voice through various formal and informal leadership opportunities. Students are regularly called upon to give input on school matters via Google Forms, focus groups or surveys. Student-led conferences are now firmly in place, as is goal setting in all areas of learning. Through goal setting students demonstrate the ability to be self-regulated learners by knowing where they are at and where they need to go next in their learning.

In 2022, the Victorian Learning Commissioners worked with graphic designer Jacinta Weir to rebrand elements of our school. This group re-imagined the dispositions for learning, student awards, the 3 Bes (Be Community, Be Well & Be Deep Learners) and the new expectations. They were the voice of the student cohort in selecting design, colour and wording.

Play monitors were introduced into the yard. The aim is that these students help with facilitating play in the yard and also taking care of items in the yard such as the play bricks.

As a school, we teach children to use The Zones of Regulation from Prep to Grade 6. In 2022, staff undertook professional development in this area and implemented it regularly with students to help them identify their emotions and self-regulate to be ready to learn. By having the ability to voice their feelings, students are empowered and develop relationships with peers and teachers.

We were fortunate in 2022 to introduce the Peaceful Kids program to our school. Peaceful Kids is a Mindfulness and Positive Psychology based program to lessen anxiety and stress and increase resilience in children. The program, which runs for 8 weeks, gives children the skills, practice and support to utilise coping strategies that lessen the symptoms of anxiety and stress and to build resilience. We had 2 staff members trained to implement the program and we established a Peaceful Kids room. A great number of students had the opportunity to participate in this program in 2022 and this will increase in 2023 with two staff qualified to run the program.

We also explicitly taught Child Safety using the 'Daniel Morcombe' online resources and curriculum which aligns with the Child Safety standards. The curriculum in Child Safety from Prep to Grade 6 highlights the importance of being safe, identifying people who can help when you are feeling unsafe and includes how to be safe online and what to do if bullying occurs.

During 2022 we engaged Susan McLean to run student sessions, staff professional development and a Parent session on Cyber safety.

It has become evident in all schools that collecting data in relation to Student Wellbeing is highly important. In 2022, we continued to use ACER testing on a yearly basis. We also collected regular data on The Zones of Regulation and how students were feeling on any given day. We envisage that in 2023 we will continue to explore ways to collect Wellbeing data.

With regard to health & medical procedures - Operoo is the platform for parents/carers to list medical needs. Staff are all trained in First Aid, CPR Asthma Management and Anaphylaxis. Epipens are centrally recorded via the Epiclub portal and the school receives notification when these are due to expire.

VALUE ADDED

In Term one, years P-6 began with a unit of work focusing on Wellbeing and Connectedness to School and Community. A large part of this is developing relationships within our Homeroom and ways we belong to the local community & school.

We continued to focus on the importance of nurturing authentic partnerships and engagement with families to enhance social, emotional and cognitive development. Parent partnerships have continued to be enhanced by encouraging parent voice, particularly in relation to conducting Parent Support Group Meetings and the writing of Personalised Learning Plans.

'Zones of Regulation' was used to enhance Social & Emotional Learning. This is linked to emotional literacy, self-regulation and improved academic success.

Peaceful Kids was introduced and a great number of students had the opportunity to participate in small group sessions.

Child Safety was explicitly taught to ensure students know what it means to feel safe and unsafe and that they have the right to be treated respectfully and be protected from harm.

Re-branding of important school learning tools (Dispositions for Learning, Student awards, 3 Bes, Expectations) was undertaken with the help of students and graphic designer Jacinta Weir.

STUDENT SATISFACTION

Data from the 2022 Melbourne Archdiocese Catholic Schools - School Improvement Surveys (MACSSIS) showed that our students had a higher rate of satisfaction than the MACS average in the following domains:- School Engagement; School Belonging; Learning Disposition; and Catholic Identity. The domains Teacher-Student Relationships; Student Safety; and Student Voice; were equal to the MACS average.

The domain of greatest challenge to us is Enabling Safety.

The overall satisfaction was slightly above the MACS average.

STUDENT ATTENDANCE

Student attendance/absence is recorded twice daily by classroom teachers using the Nforma online platform. This platform maintains a permanent record of student attendances and absences.

Parents are expected to inform the school, via letter, email or phone call, when their child is absent from school.

Parents are contacted via sms by 11.00am if their child is absent from school without explanation. Our Administration staff monitor absences in Nforma and make contact with parents when no explanation has been provided.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	88.4%
Y02	88.2%
Y03	90.0%
Y04	88.0%
Y05	89.7%
Y06	89.3%
Overall average attendance	88.9%

Child Safe Standards

Goals & Intended Outcomes

Our ongoing goal has been to maintain a focus on Child Safety and the steps staff and other adults need to take to ensure the safety of our children.

Achievements

During 2022, staff participated in regular Professional Learning related to the safety and wellbeing of our students. These included;-

- First Aid/CPR updates including Anaphylaxis & Asthma management.
- Mandatory reporting modules.
- Risk management.

We implemented our updated policy and procedures for excursions with an emphasis on risk management with regard to children's safety.

The school continued to develop partnerships and sought assistance from outside agencies to support students. Agencies included:-

- Berry Street
- The Brotherhood of Saint Laurence
- St Vincent de Paul Society
- DHS

The school utilised the expertise of an in-house Psychologist to support children at risk and to work with families to support their children.

Leadership

Goals & Intended Outcomes

Goal

To strengthen a cohesive professional learning community - by implementing a clear and well known learning and leadership architecture

Intended Outcome

That all staff are engaged in school improvement

Achievements

In 2022, the Leadership Team consisted of Chris Ray (Principal), Amanda Gill (Deputy Principal and Learning Diversity Leader), Peta Nobelius (Deputy Principal and Classroom Teacher), and Sharen Maguire (Learning & Teaching and Religious Education Leader). Our School Improvement Team added Jane Grapsas (Literacy Leader), Tania Calabrese (Student Wellbeing and Religious Education Leader) and Louise Alonso (ICT Leader).

In 2022, we implemented the first year of our 4-year School Improvement Plan that was developed during 2021 by all staff with support from the Team at the Northern Region Office of Melbourne Archdiocese Catholic Schools (MACS).

The Leadership Team continued to strive to promote school life and learning with Christ as its foundation and model. We sought strategic avenues and opportunities that were forward-looking.

We actively promoted our Catholic identity by holding clearly the Christian vision of integrating life and faith in all our dealings. We ensured that educational programs and celebrations were valued. We sought ways to respond to social justice and needs in our society.

We encouraged, supported and promoted a culture in the school that sought evidence to inform action. We sought and critically evaluated new ideas and practices in teaching, learning and assessment. We shared responsibility for monitoring and maintaining a positive school climate of fairness, respect and tolerance. We supported learners of wide-ranging capacities and encouraged the pursuit of excellence.

All staff participated in professional learning and development. We ensured that the directions outlined in the School Improvement Plan and Annual Action Plan were followed, whilst offering opportunities for all staff to be professionally supported and challenged.

At every leadership meeting our major focus is the ongoing review of our Annual Action Plan to ensure strategies are fully implemented. This has guided our planning meetings and Professional Learning meetings. Regular reviews have been conducted to ensure that outcomes and targets are monitored and addressed.

We have also focused on building student voice through broadening student leadership roles and increasing the profile of the Student Representative Council. School and House Captains continued to be involved in decision-making in many areas in the life of the school. In 2022, our school continued as an active participant in the Victorian Learning Commission with student Commissioners helping to rebrand important learning resources and tools used in the school.

Weekly team planning and level meetings are embedded in our culture and as such provide for accurate planning to meet children's needs, professional learning and reflection on our practice.

PLC meetings occurred in all learning areas. The focus for PLC meetings is based on the evidence we see in student learning so that we can make informed decisions about the next steps in learning.

We continued our participation in Simon Breakspear's Agile Schools program as a means to effectively implement school improvement initiatives.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

The school showed its commitment to the ongoing Professional Learning of staff by providing opportunities for staff to engage in the following learning:-

- Middle Leaders Development with our North Central Cluster group
- Victorian Learning Commission
- Primary English Teachers Association of Australia Conference
- GRIN (Numeracy) training
- Maths Dispositions
- Enhancing Literacy
- Bookmaking Program
- Seven Steps to Writing
- Cybersafety
- Enhancing Indigenous Perspectives
- NCCD Modules
- Primary English Teaching Association of Australia Conference
- Building Leadership Capacity
- Agile Schools
- First Aid Training - CPR, Anaphylaxis management, Asthma management, Injury management
- Self Regulation and developing Self-Regulated Learners
- Leaders participated in the following Catholic Education Melbourne Network Professional Learning programs:- Principal; Deputy Principal; Learning & Teaching; Religious Education; Student Wellbeing; Learning Diversity; Literacy; Maths

Number of teachers who participated in PL in 2022	21
Average expenditure per teacher for PL	\$1827

TEACHER SATISFACTION

From the Melbourne Archdiocese Catholic Schools - School Improvement Surveys (MACSSIS) conducted in 2022, St Mary's staff satisfaction ratings in the following domains were all rated equal or higher than the MACS mean:-

Student Safety; School Climate; School Leadership; Staff Safety; Professional Learning; Collaboration Around An Improvement Strategy; Collaboration in Teams; and Support For Teams.

The domain we would like to improve during 2023 is Feedback.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	77.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	18.2%
Graduate	31.8%
Graduate Certificate	4.5%
Bachelor Degree	81.8%
Advanced Diploma	36.4%
No Qualifications Listed	4.5%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	16.6
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	9.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

The Goals from our Annual Action Plan focus on building a sense of belonging within our school community. That all learners, families and staff engage collaboratively to build connections and strengthen capacity to improve student learning outcomes. The importance of faith development is to be nurtured within the school and parish connections.

Our Intended Outcomes have been:-

- That school staff and families work collaboratively to create and strengthen safe, child-friendly learning environments.
- That relationships with families and community are actively fostered and sustained to support students to thrive in learning and life.
- That families are actively engaged as learners in the school community and genuine partnerships are fostered.
- That connections to engagement in the life of the Parish School are fostered.
- That there is improved engagement with wider community groups and organisations.

Achievements

St Mary's is a Catholic school with a partnership approach to engaging school families and staff with the St Mary's parish and broader community groups.

We have promoted a shared vision and goals by:

- building partnerships between families and teachers in the children's learning journey.
- engaging with and supporting connections with community organisations.
- nurturing the complementary roles of engaging families and teachers as mentors and partners in the children's learning journeys.
- mitigating the impact of disadvantage and barriers to engagement.

We were presented with a new year of opportunity for the community moving forward from the challenges of the previous COVID restricted years.

We had the opportunity to reflect on prior successes and the platforms we had in place to move forward. We built on the base that had been re-established and looked to strengthen and consolidate at the identified points of need.

We focused on communication links with the Parish, re-establishing known structures and continuing to implement the more recent successful initiatives.

Members of the St Mary's School community and the wider community were engaged in the children's learning and community experiences through participation and exposure to a wide range of opportunities. Connections to external community support organisations were established to collaboratively engage and support families and students in need. Some of the actions taken to build community engagement include:-

- re-engaging in district sporting events
- running Student-Led Conferences

- conducting Parent-Teacher Conferences
- updating our school website
- conducting frequent Learning Program Support Group
- linking with Council and External Support Services for families and students
- engaging with CAMHS - Child and Adolescent Mental Health Service
- sharing information via our weekly Newsletter
- conducting regular, student-led school Assemblies
- running a positive transition program for incoming Prep students & families
- being open for School Tours as required by prospective families
- re-instating our Grandparents and Special Persons day post COVID restrictions
- offering a Before & After School Care Program run by OSHClub
- using Operoo as our School Communication Platform
- using See Saw as a communication platform for sharing student learning achievements
- engaging with Story Dogs as a reading support program
- connecting with Parade College to participate in their Soccer Program and for our School Production
- conducting regular Level expos to share learning with parents
- utilising the expertise of Susan McLean to conduct Cyber Safety sessions for Parents, Staff and Students
- having clear Information Technology Protocols
- employing Interrelate to conduct Relationship & Human Sexuality programs for parents and students
- creating and unveiling our Aboriginal connections Mural with MACS, Parish, Artist, students and staff
- having excursions within our local community
- re-introducing our school swimming program at a local centre for our P - 2 students
- having Life Saving Victoria conduct water safety programs for all students, including open water excursions for Gr 3 - 6 students
- having Italian Day Celebration to celebrate our diversity
- having all families share in our Christmas Carols evening
- supporting Lane way Lunches, an initiative of Darebin Council
- encouraging coat donations to BIG HUG
- supporting the Christmas collection of toys for local charities
- supporting the St Vincent De Paul Society and their Feast of Sacred Heart collection
- supporting families struggling with School Fees
- training parents to be learning supports in our classrooms

- performances by our Student Choir at Confirmation and Christmas event
- accepting ACU Pre-Service teacher placements
- supplying ChromeBook devices to students in need
- providing additional supports for students/families at point of need (e.g stationary, clothing, swimming accessories, uniforms, school camps)

Our magnificent Parents and Friends Group have supported the school and families through:-

- P and F Meetings
- organising Parent social evenings / events
- running a School Disco for all the children
- having regular Special Food days
- organising Class family social opportunities (Offsite and Onsite)
- planning the Year 6 graduation dinner
- organising Mother's and Father's Day celebrations with coffee vans and gift stalls
- setting up the morning Tea for Special person's Day
- running our second hand uniform store

We have partnered with St Mary's Parish through events such as:-

- Sacramental Masses Eucharist / Confirmation / Reconciliation
- weekly class Masses
- level participation at weekend Parish Masses
- Life and Faith Sacramental Formation Sessions for parents and children
- Graduation Mass
- Christmas Eve Family Mass

PARENT SATISFACTION

From the 2022 MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey), the domains that rated highest for Parent Satisfaction were:-

Minimising Barriers To Engagement; School Fit; and School Climate.

The domain presenting the greatest challenge was Family Engagement With The School.

Future Directions

2022 was my second year as Principal, and I was looking forward to implementing the first year of the School Improvement Plan that was developed during 2021.

I am excited by the wonderful learning and teaching that I see in action at St Mary's with children able to articulate their learning strengths and challenges and participating in goal setting to give voice to their own learning. Looking ahead to 2023 and beyond, I expect that we will build on this strength. I still get excited every time I go into a classroom or head out onto the playground and see how well our children interact with each other and support each other. I am excited about the opportunities presented by our involvement in the Victorian Learning Commission project and how this empowers students to grow as self regulated learners. I am excited to see how our staff work closely together, making the most of their range of skills and knowledge to plan for the children's learning. And I am grateful that those elements of our School culture are so strongly embedded. I know that we will be able to build on those wonderful strengths as we move forward.

2023 would be the centenary year for our Parish and School and we all look forward to celebrating this significant milestone.

The future is bright for St Mary's.