



St Mary's School Altona

2022 Annual Report to the School Community



Registered School Number: 1273

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Minimum Standards Attestation

I, Sonia Riccardi, 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.

31/03/2023

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

We are a welcoming and supportive Catholic Community.

We proclaim the presence of Jesus Christ in all people.

We value and celebrate our faith, diversity, individuality and life-long learning.

In the Spirit of Mary MacKillop



School Overview

St Mary's has been an integral part of the Altona community since the Sisters of St Joseph opened the first school in 1928. We have continued to build on this rich educational foundation grounded in the charism of Mary MacKillop. We proudly proclaim ourselves as a Caring Catholic Community in Education.

Our 2022 enrolments saw 275 children organised into 12 class groupings. The majority of our Year 6 children transition to Catholic Secondary Colleges, with most enrolling at Emmanuel College (St Paul's and Notre Dame campuses) and Mount St Joseph's Girl's College.

During 2022, we offered Physical Education, Performing Arts, Visual Arts and LOTE (Auslan) as specialist subjects.

This year was our first year offering Auslan and it has been a resounding success seeing high engagement amongst our students.

We proudly value, acknowledge and explicitly promote the school's Catholic heritage and traditions. Displays throughout the school; the respectful manner of all interactions; and social justice in action are key features of St Mary's. Additionally, the welcoming nature of the school, the inclusiveness of its practices, the links to the parish and its commitment to supporting all families are evidence of this.

Our large classrooms are well presented with colourful displays designed to support student learning. The school utilises Digital Technology across all aspects of the curriculum, with students having access to a variety of tools, including Chromebooks from Year 3 and banks of iPads for the junior school. The Technology, Research and Information (TRI) Centre provides students with access to both hard and digital resources to further explore and expand their learning. The expansive playground and equipment provided offers a variety of play experiences and opportunities for all students.

Our pedagogical philosophy hinges on the belief that we are all learners and teachers. To this end, we aim to develop inquiring and reflective minds through learning and teaching approaches that empower our children to be lifelong learners. Experiential and 'hands on' activities underpin the school's approach to immersing and engaging students in their learning.

Our focus on personalised learning aims to differentiate learning, taking into account each child's needs, abilities and interests. This is providing them with every opportunity to realise their potential and grow as strong, contributing members within our school and active citizens in the wider community

Principal's Report

I am proud to present St Mary's Annual Report to the school community for 2022.

We were thrilled to experience a full year back to school, my first as St Mary's principal, and to once again, be able to open our gates to our parent community.

Whilst life began to resume in a way that resembled something we'd known before, there is no denying there was a great deal of work to be done upon our return.

Our students needed time to learn to be with friends again, to learn to be away from home and to find their school groove again.

We worked with families of students who struggled with the return and slowly built up their resilience, stamina and trust.

It was also a big learning curve for staff and parents alike.

We all agreed, however, that we were glad the lockdowns were behind us.

Catholic Identity and Mission

Goals & Intended Outcomes

At St Mary's, we strive year upon year to be a Catholic community of prayer, faith and action. We seek to continuously find ways to improve the learning outcomes of our students by building and strengthening our teacher's capacity to be active, engaging, relevant and reflective practitioners within a contemporary Catholic context.

In 2022, St Mary's made the choice to again prioritise focusing on and strengthening Catholic Culture and the role of prayer in our Annual Action Plan with the overarching goal remaining: To strengthen the Catholic identity of St Mary's as an active and prayerful, contemporary faith community.

Over this year, it was intended that we would work towards the development of this goal by working on the following key improvement strategies:

- Monitor staff Teacher Accreditation Program requirements
- Develop universal practice related to Mass responses with staff and students
- Development of school values
- Develop a whole school approach to teaching about the life of St Mary MacKillop

Achievements

The effects of the COVID years continued to be felt as students and staff had gotten out of the consistency of the routines of a prayerful Catholic community. Limited opportunities to celebrate mass, to gather en masse and to participate in the sacramental life of the church all combined to the school being the face and life of the church more than ever for many of our students.

Though not to the degree of previous years, this all combined to impact our ability to implement all the improvements strategies and plans we had to build towards our goal of strengthening the Catholic identity of St Mary's as an active and prayerful, contemporary faith community.

School and staff prayer was maintained at the levels set in 2021 and slowly we began to gather more often to participate in communal prayer such as a return to more regular attendance at feast day and solemnity masses as a school. It was this communal aspect of our school prayer life that we focussed on regaining and while we still observed some of the layover protocols of the COVID era such as no offertory processions at mass and some mask restrictions, masses began to return to almost pre-COVID routines although parent and community attendance had not yet returned to pre-COVID numbers or enthusiasm.

Staff developed a better understanding of their obligations under new MACS guidelines with respect to gaining and maintaining their accreditation to teach or lead in a Catholic school. This saw a number of staff set personal and professional improvement plans in the area of Religious Education and for others to take up more opportunities to explore and extend their faith understandings in more formalised professional learning environments.

The Sacramental life and work of the school kicked into overdrive as we found ways to both celebrate the Sacraments and accommodate all those who had missed out on these opportunities during years of lockdowns and restrictions. This saw student representatives from Year 3 all the way to Year 6 sitting for the first time in the Rite of Reconciliation and numerous Year 5 and 6 students joining the Year 4s in celebrating their First Holy Communion. We received such good feedback from our parent community about the way in which Confirmation was celebrated during the final year of lockdowns, that our parish priest, Fr. Michael Kalka, continued to offer the Sacrament in a more intimate and parish-based way. This again drew praise and appreciation from our families and cemented the mindset of the school and parish about how we intend to celebrate this Sacrament going forwards.

To continue our ability to improve and build capacity across our school, the Religious Education (RE) Team formed in 2021, met once a term to develop a whole school approach to the teaching of the life and works of Mary MacKillop. As our vision statement cites that we do what we do "...in the spirit of Mary MacKillop", part of the work was not only conveying who she was and what she did but also on the values that she portrayed and the example of modern discipleship she left us. This team developed a scope and sequence of units of work over a two-year cycle to inform these teachings across the school. They collated, purchased and developed new resources to support this work and presented this work back to staff towards the end of the year with the aim of this work providing the basis of all work undertaken on and about Mary MacKillop in 2023.

VALUE ADDED

- Prayers remained a staple of staff meetings with a broader range of staff rostered on to lead prayer at meetings each week
- Staff continued to add to and use their prayer journals and new staff were provided with one to begin the year with
- Professional development led by Fr. Elio Capra SDB was offered to all staff to attend over a series of sessions focussed on understanding Lent more fully
- Pre and post assessments were strengthened in the Lent and Advent units planned and presented

- Amended processes for Confirmation based on the 2022 experience was put into practice

Learning and Teaching

Goals & Intended Outcomes

At St Mary's in 2022, we aimed to build on the strength of the work done in 2021 to further improve the learning outcomes of our students. We aimed to do this through a consistent focus on and use of data gathered by teachers using research-backed assessment tools and methods and analysed to enhance the delivery of evidence-informed practices in the classrooms. The focus in 2022 was not only on building teachers' capacity to engage in collaborative analysis of data to design a curriculum that supports and challenges every student to achieve expected growth and standards but was to go further to begin to see and plan more effectively for students as cohorts, small groups and individual learners.

Over 2022, it was intended that we would work towards the development of our focus by outlining the following key improvement strategies:

- Continue to interpret big picture data - trend and growth analysis
- Upskill Middle leaders to begin learning to become Visible Learning Impact Coaches
- Use data for planning purposes, including continuing to improve more focused and streamlined cycles of learning for all students with a particular focus on Maths-Number & Algebra, and English-Reading
- Use of progressions of learning in Number & Algebra for planning and reporting purposes
- Develop and begin to implement a plan for gathering and analysing Wellbeing data.

Achievements

Specifically relating to the key improvement strategies, broadly the following achievements were made:

- P.A.T. - staff were given time early in the year to analyse and use data from the 2021 PAT assessments to identify cohorts, trends, track progress over time and plan for future directions
- P.A.T. - data conversations/meetings were held in November following the latest round of assessments
- An end-of-year analysis was facilitated to collate and analyse a range of student data both formatively and summatively
- Time given in staff meetings and PLCs for data analysis throughout the year and for a range of assessment instruments and data sets
- The whole staff were involved in the Visible Learning (VL) Foundation Day professional learning (PL)
- The school participated in our first Visible Learning Capabilities Assessment
- VL Leader PL - Evidence Into Action was attended by all the Curriculum Team members
- VL Impact Coach PL was participated in by all the Curriculum Team members

- VCOP PL was presented to all teaching staff over a number of sessions and all Learning Support Staff were included in the initial PL offering
- Smart Spelling Program PL continued to be attended by new staff
- Little Learners Love Literacy PL was attended by staff new to the junior classes
- NAPLAN Analysis PL was participated in by all the Curriculum Team members
- NAPLAN Online training was done by the Teaching and Learning Leader along with a teacher representative from the Year 5 and Year 3 teams
- Students participated in NAPLAN online for the first time
- A Maths -Number and Algebra Progression of Learning was developed, based on the Victorian Curriculum, in order to support the data-informed focused teaching being implemented by teachers. This was used to develop a template for individualised reporting to Parents in Number
- Data literacy professional learning opportunities were provided to all staff through PLC and Staff meetings
- Essential Assessment was used consistently across all strands of Mathematics for pre- and post-assessments. Data from these Essential Assessments was used to create and inform learning programs
- Explicit instructions/expectations around the collection and use of data were made clear and team/school norms were established
- BAS results in reading comprehension were analysed and used to help plan for focussed Reading instruction in classrooms to meet small group and individual points of need
- BAS data was used to create data wall which was kept and revised, staff were given opportunities throughout the year to look for student growth & track their own students as a measure of their instructional effectiveness
- Student Performance Analyser (SPA) was used to input and track student data for the purpose of analysis and comparison
- The Literacy and Maths leaders were able to facilitate team meetings and whole school sessions focussed on PAT & BAS data and how to best use it to inform intervention and focus teaching group selection
- Staff regularly analysed data and used this to inform goal setting for their class and for students requiring Personalised Learning Plans (PLPs)
- The focus on data analysis promoted thinking amongst staff about how to extend students in the classroom and led to an investigation of whether the higher achieving students were being given equitable assistance to continue to grow and develop
- Leaders joining team planning sessions was seen as helpful. This included the Teaching & Learning, RE, Literacy & Numeracy Leaders
- Data was used consistently in planning sessions to drive collaborative discussions and planning for needs

- Cross-class teaching groups focused on need & based on data collected, a feature of new and improved teaching practices, were extended throughout the school in Literacy and Maths
- The Maths Leader continued to facilitate Professional Learning sessions with staff to improve teacher capacity to engage with student assessment data to identify gaps in learning due to the extended periods of off site learning over the previous two years due to COVID lockdowns
- The Curriculum Team met with Corwin to plan for coaching and Visible Learning PL in 2023
- The staff continued to work on the Intervention Framework with focusses on Response To Intervention (RTI) and Universal Design for Learning (UDL)
- Our Teaching and Learning Leader became User B licensed

Other achievements that were significant and occurred during the 2022 school year were as follows:

- Time continued to be made at each term's Big Picture Planning (BPP) day for the specialist teachers to be released to work with teams to find ways of collaborating, sharing the learning and creating complementary curriculum decisions
- In these BPP sessions, particular focus was given to generating authentic cross-curriculum links and in planning to including opportunities for students to develop greater personal/social, critical & creative, as well as ethical and culturally informed skills and practices
- There was a focus on developing a whole school approach to Social & Emotional Learning (SEL) and a broader focus across the school in the use and understanding of the Zones of Regulation

STUDENT LEARNING OUTCOMES

- In Literacy, staff gathered data around reading using BAS, PAT-R, and focus group sessions. Staff used the information collected from BAS to create data walls to support the analysis of student data, measure growth and inform future teaching focus. They participated in Professional Learning Community (PLC) discussions about the PAT-R data and how to use the information for targeted teaching. To support teacher capacity in facilitating literacy sessions, the Literacy Leader attended team planning sessions regularly and modelled lessons for classroom teachers. An audit of big books was undertaken and an online catalogue was created to streamline the use of these resources. To support the Little Learners Love Literacy program, more decodable take home and classroom library books were purchased. New staff attended professional development in SMART Spelling and Little Learners Love Literacy programs. Staff worked together during PLCs to moderate writing samples

from students to consolidate their knowledge and understanding of the curriculum. In Term 4, all staff participated in the VCOP and Big Write PD session to build capacity in teaching and assessing writing skills.

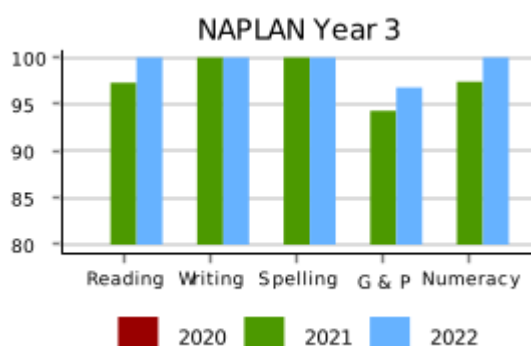
- In Mathematics, and in particular Numeracy, pre and post-unit assessments were implemented using Essential Numeracy. The results of these assessments were analysed and used to group students according to need, design relevant curriculum and target teaching at individual and small group level. Post-unit assessments were used to both gauge the success of the teaching program as well as to track student progress over time. Later in the year, summative PAT-M assessments were used to assess and measure student achievement and measure growth over the previous twelve months.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	94.3	-	96.8	2.5
YR 03 Numeracy	-	97.4	-	100.0	2.6
YR 03 Reading	-	97.3	-	100.0	2.7
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	92.5	-	100.0	7.5
YR 05 Numeracy	-	95.0	-	100.0	5.0
YR 05 Reading	-	100.0	-	95.1	-4.9
YR 05 Spelling	-	92.5	-	97.4	4.9
YR 05 Writing	-	92.5	-	97.6	5.1

* 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

Student Well-being is paramount at St. Mary's as is our desire to develop students as self-managing (independent) and collaborative (interdependent) learners who take responsibility for the learning, actions and well-being of themselves and others.

We also wish to see our students no matter their capabilities, challenged and supported to reach their full potential. Tracking and monitoring whole school progress in terms of student behaviour was high on the agenda, as we work to grow a community of learners who are:

- connected to the school
- connected to their peers
- able to build and maintain respectful relationships

Achievements

Coming out of two years of COVID lockdowns, it was evident to us that we needed especially in Term 1 to focus heavily on Wellbeing; identifying and practising strategies to promote health, safety and wellbeing and delving into building positive relationships and personal wellbeing. We did this through our Inquiry units of work from Prep to Year 6. Student engagement, student voice and staff wellbeing were all high on the agenda throughout the year. We hoped that this focus would enable our staff, students and parents to rebuild as a community. We found that over the year, our relationships strengthened and there was a real positivity around the school.

VALUE ADDED

- Our School Values were decided upon with input from staff, students and families.
- Wellbeing Staff meetings were held on a regular basis covering topics such as: Zones of Regulation, Values, CyberSafety, Visible Learning, co-regulation, Behaviour Management and Child Safety.
- Resources regularly shared with staff
- Our School Counsellor and Speech Pathologists worked with referred students and also provided professional learning opportunities for staff
- Chaplaincy Funding continued allowing us to continue to employ our counsellor for two days a week.
- Loss and Change groups and Social Skills groups run by our school counsellor and our Speech Pathologist. We began discussions about starting a support group for students with autism to complement the support group for parents that we have been running for many years.
- The Social / Emotional Learning curriculum and the Capabilities were well considered and included in lesson planning, including making links in other curriculum areas

- Our vibrant and engaging Facebook page served to inform the members of our community about activities undertaken and helped to maintain connections between families
- Student leaders organised community engagement activities such as National Buddy Day, Spring Into Happiness and Kindness Day, Child Safety Day and Buddy Day.
- School assemblies continue to be sent to the community via Google Slides, allowing for further community engagement.
- We continued to use Seesaw and Google Classroom as platforms for student learning and family connections.
- Birthday cards given to all staff and students
- We held our first walkathon since 2019 and it was a great success.
- KABOOM Sports were engaged for our Feast Day celebrations.

STUDENT SATISFACTION

We were fortunate to be able to complete our MACSSIS Surveys in Term 3. Student perceptions of Enabling Safety (access to and quality of staff support in order to feel connected, safe and respected while at school) remained reasonably constant, similarly with Student Voice (the extent to which students feel they have an opportunity to have an impact on their school). For us this was positive, as it was our hope that putting emphasis on re-connection and relationship building after lock down would help our students to feel safe and at ease. Our Year 4 results were particularly positive. We will attempt to harness this positivity by engaging our Year 5s in discussions in 2023 about these results.

STUDENT ATTENDANCE

St Mary's School teaching staff mark an electronic roll twice per day. Administration staff contacts parents /guardians about any unexplained absences as soon as practicable on the day of absence. This is done via text message in which parents are asked to call the office to confirm and explain the absence.

Families have continued to be very diligent in informing the school regarding student absenteeism, and this very high level of attendance, as detailed in the table below, indicates the importance families place on ensuring children are consistently at school.

Reasons for student absence are documented within attendance rolls and parent notes filed for future reference. Days absent are reported to parents via each child's semester report.

Staff contact parents and notify members of leadership if a student's attendance becomes an issue. Members of leadership would also contact parents/guardians if attendance was an issue.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	89.2%
Y02	88.8%
Y03	88.6%
Y04	84.7%
Y05	88.0%
Y06	88.6%
Overall average attendance	88.0%

Child Safe Standards

Goals & Intended Outcomes

In 2022 our goal was to further our commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students.

Evidence of the achievement of our goal would lie in the following:

- Students in our community are aware of their right to feel safe and be safe and that they know the process to follow to speak to trusted adults if they do not feel safe.
- Students are encouraged to engage in conversations about welfare and safety during Circle Time sessions.
- A culture of child safety exists within the school community where the safety and best interests of the children we work with are paramount. Regular discussions occur amongst staff in staff meetings, planning sessions and incidentally throughout the day.

Achievements

At St. Mary's School, we hold the care, safety and well-being of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from, and inherent in, the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).

Staff members have participated in regular professional learning, briefings and training sessions to ensure the school's legislative obligations related to Child Safe Standards are addressed and that the school's Child Safety Strategy remains front of mind.

Sessions have included:

- Online Mandatory Reporting Modules
- Protect - Identifying and responding to abuse - Reporting Obligations
- Revisiting the school's Child Safety Policy and Code of Conduct

Child Safety and Well-being are standing items on the Staff Meeting agenda allowing for frequent discussion among staff about how to best cater for the needs of our students.

Information is provided to parents to inform them of the Child Safe Standards. Their obligations and the school's expectations in regard to these is also explained.

- St Mary's School Code of Conduct for staff, parents, Parish Priest and visitors to sign

- A risk management evaluation is undertaken prior to any excursions or incursion. The required documentation is submitted to the principal for approval.
- We review our Child Safety Risk Register annually and also as needs arise to ensure the safety of the members of the community.
- The whole school participated in the: National Day of Action Against Bullying and Violence, Buddy Day, Spring into Happiness & Kindness Day and the National 'Day for Daniel' to promote child safety awareness, all initiatives which encourage relationship building and student voice, both pivotal in ensuring the safety of all children and young people.
- Cybersafety information sessions were facilitated by Cyber Safety Project for staff, and students. These sessions focussed on building skills for a successful and responsible digital life. Families were offered 4 online webinars across the year which covered topics such as enabling online safety, social media, gaming and digital balance and well-being.
- Our Junior School Council reviewed and ratified the Student Version of the Child Safety Code of Conduct and worked together to build relationships between students
- Student Leaders discussed matters of Child Safety to ensure a safe environment for all students in Junior School Council Meetings.

Leadership

Goals & Intended Outcomes

To formalise reflective practices (observation, feedback, mentoring and coaching) to enhance staff performance

- That staff have high levels of trust that enables them to support and challenge each other to continually improve
- That staff identify goals for professional growth

Achievements

Leadership positions were allocated for a further 2 years.

- Marg Masseni: Deputy Principal and Wellbeing Leader
- Matthew Taylor: Religious Education and Learning and Teaching
- Cathy Sims: Learning Diversity
- Brenda Lycke: English
- Tony Freeman: Maths

The Consultative Committee approved the POL release for both English and Maths to be 2 days per position. It was also decided that whilst all POLs are released together on Fridays, the other POLs would have their extra time on separate days to accommodate releasing each other to meet with various teams when required.

It was wonderful to hear so many staff during their ARMs verbalise their trust in the curriculum team and how supported teams felt during the 2022 school year.

This was also evident in our MACSSIS data in which we met the following goals:

- Psychological Safety domain was 67% overall, with Teaching staff at 74% (Goal: 69%)
- Collaboration in Teams domain was 65% overall, with Teaching staff at 71% (Overall goal: 67%)

There did, however, seem to be some notable discrepancies between the results of Teaching staff and Learning Support staff which warrant further exploration.

Our school commenced its Visible learning journey this year with all staff attending our Professional Learning days. This learning was seen as most positive with all staff agreeing it is great to be learning and sharing these experiences together. All of the professional learning undertaken in Visible Learning this year proved to be well-paced, with adequate time to work in teams and set tasks together.

Given this was our first full year back onsite, the goal to have staff work on Individual Professional Improvement Plans was put on hold, as we navigated the complexities of returning to full-time onsite teaching.

This instead, gave way to working on implementing some of the Visible Learning practices we began exploring.

Our exciting work on our School values commenced this year, engaging with staff, students and parents, culminating in the selection of the following core values:

- Respect
- Responsibility
- Resilience
- Courage

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Little Learners Love Literacy
- User B training
- MACS Literacy
- MACS ICON training
- Smart Spelling
- Universal Design for Learning
- NAPLAN analysis
- Visible Learning: whole staff, coaching, evidence into action
- Student Voice
- Rachel Roberts Leadership
- First Aid
- Sue Larkey Online
- ACHPER Conference
- MultiLit

Number of teachers who participated in PL in 2022

38

Average expenditure per teacher for PL

\$1073

TEACHER SATISFACTION

In 2022, our MACSSIS data reveals that there has been a slight reduction in overall staff satisfaction from 69% in 2021 to 63% in 2022.

An area of significant drop was 'School Climate', though teaching staff results were far more positive than non-teaching staff. One reason for such a discrepancy may be that our first year back at school full-time brought some behavioural and social difficulties to the forefront. Many students struggled to reconnect with schooling upon their return, making the role of the learning support staff far more challenging. That said, our school score was still slightly greater than the MACSSIS average.

Feedback continues to be an area that leadership struggles with which is evident by the extremely low score of 16% - 12% lower than 2021. We are aware that this is an ongoing issue, and we are hoping that this will be addressed by our involvement in Visible Learning.

Our MACSSIS data continues to show a positive trend towards leadership with 85% of staff revealing that they have a positive relationship with members of leadership. They also feel confident in the direction the school is taking especially in the way our professional development supports our Annual Action Plan.

It is interesting to note that there has been 8% improvement in the way staff feel about how effective they are working in teams. This is a positive result as we have tried to have staff use data to drive their planning.

There have been some changes in our overall scores on the MACSSIS data which have revealed some strengths that we have at St Mary's and areas that we can continue to work on through 2023 and beyond.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	80.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	83.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	36.4%
Graduate	13.6%
Graduate Certificate	0.0%
Bachelor Degree	63.6%
Advanced Diploma	22.7%
No Qualifications Listed	13.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	23.7
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	14.8
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

To strengthen the Catholic identity of St Mary's as an active and prayerful, contemporary faith community

- Further develop and strengthen the prayer life of the school
- Strengthen the school and parish connections

Achievements

In 2022, we finally welcomed parents back onsite and into the church.

Parents were now able to participate in liturgies for the Feast Of Mary MacKillop, Grandparents Day and the End of Year Mass. They were also able to join us once again for our prayer assemblies. It was wonderful to be able to celebrate in a prayerful way with the whole community.

As part of our Parish Feast day, we celebrated by employing KABOOM to run a sporting event for our children. It was extremely successful not just because of the company who ran it, but because it was one of the first whole school activities that we had since coming back full time since COVID.

In 2022, we introduced the concept of our school values to the school. The staff, students and parents were consulted to choose the best four values that represented what we felt suited our community. Parents were contacted and asked to vote via a Google form. Over 20 families responded and were able to give their opinion on which values they thought were most relevant.

We also consulted our student, staff and parent community in decision-making around the introduction of a new uniform. All views were taken into consideration and families have reported positively about the process undertaken.

PARENT SATISFACTION

It is interesting to note that in 2021, 18 families completed the MACSSIS survey compared to 48 in 2022. Already this indicates how willingly parents are involved in St Mary's. Overall parent satisfaction scored 71%.

St Mary's is well known for being a welcoming and friendly community. We have an extremely active and supportive Parents and Friends Committee and School Advisory Board. School events are well attended and feedback is positive.

Communication via our weekly school newsletter, Operoo and SeeSaw are welcomed by families. 72% of parents feel that information is delivered in a timely manner and is of a high quality

89% of parents have reported that they have a positive perception of the learning environment of the school. Our reporting policy, school displays, assemblies and posts via Seesaw contribute to parents positively experiencing what is happening in our classrooms.

Our student results are a little disappointing compared to 2021. This year we scored 56% in overall positive school endorsement compared to 63% in the year before. It is difficult to determine the reason for this. There was a significant drop in the number of students who felt safe at school and who felt that there was a positive learning environment. As previously mentioned, 2021 was challenging with student behaviour and it is highly likely that this could have impacted the scoring.

Future Directions

In 2023, our school will focus on the following:

Priority 1:

Goal: To strengthen the Catholic identity of St Mary's as an active and prayerful, contemporary faith community

- That we nurture the faith and religious development of each individual, staff and students
- That we embed in the life of the school the charism of Mary MacKillop
- That we design learning using the Pedagogy of Encounter

Priority 2:

Goal: To build teachers' capacity to engage in collaborative analysis of data to design a curriculum that supports and challenges every student to achieve expected growth and standards

- That data is used to inform curriculum planning in all academic and wellbeing learning
- That PLCs routinely track and monitor whole school progress
- That students of all capabilities are challenged and supported to reach their full potential

Priority 3:

Goal: To establish reflective practices (observation, feedback, mentoring and coaching) to enhance staff performance

- That staff have high levels of trust that enables them to support and challenge each other to continually improve
- That staff are able to engage in constructive and professional dialogue
- That staff identify goals for professional growth

We also look forward to undertaking our School Review in Term 2 which will set out the school's strategic plan for the next 4 years.