



# St Mary's School Alexandra

2021

## Annual Report to the School Community



Registered School Number: 1512

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## Contact Details

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E NUMBER	E1170

## Minimum Standards Attestation

I, Kathryn Stuart, 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.

15/03/2022

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

**We are called to be caring and confident - our learning journey is guided by the gospel of Jesus.**

We aim to strengthen:

Clarity

Consistency

Collaboration

Capacity

Communication

St Mary's will engage in the process of strategic thinking and planning, manifesting in the development of a School Improvement Plan for the next four years, to:

- enhance the role of leadership across the school in driving an explicit improvement agenda
- clarify and strengthen the learning and teaching approach
- continue to develop the Catholic Identity of the school

## School Overview

St Mary's enrolment remained stable in 2021 with 160 students enrolled. We see this stability in numbers being a result of our school providing the local community with a supportive and successful learning environment. The school operated with 8 class groupings, one Foundation, one year 1, one Year 2, two 3/4 classes, one Year 5 and one Year 6 classes. The school completed its final year of its School Improvement after the 2016 school Review as a result of being postponed due to COVID 19.

The 2021 Annual Action plan and School Improvement centred on:

Staff, students and parents continue to work closely together to ensure that every student is given the opportunity participate in an engaging curriculum which enhances the children's learning outcomes. Data analysis has continued to be a focus for our Teaching and Learning and provides us with information which supports improvement and growth in student learning and outcomes.

The parish/school community continued to work together to Catholic Identity. Opportunities for the parish and school to interact, learn and grow together were planned to support the growth of our faith community.

The focus of student well-being continues to be a focus, as is enhanced by the KidsMatter Framework. St Mary's began the journey with KidsMatter at the commencement of 2013 and this has enabled the staff, students and parents to work together to ensure that students feel not only safe and secure but also have voice in their learning journey. This initiative has also contributed to our capacity to meet the Child Safety Standards set out in the Ministerial Order no 870.

Social and Emotional Learning is a key component of each classroom's learning environment. Lessons focused on specific social skills have proven to be beneficial.

Continuing into 2021 our school implemented programs and developed resources to support our commitment to the National Consistent Collection of Data. We have a Learning Diversity Leader who coordinated our approach and assisted the school with scaffolding and differentiating learning to meet government and systemic requirements. We were able to meet accountabilities through, professional learning for staff, adjustments in programming and ongoing evidence in collection. Our school has over 42 children who are supported by this approach. 2021 saw the children in years 3 to 6 using Chromebooks 1:1 and Junior classes sharing iPads and notebook computers.

We also continued to have an Information Technology co-ordinator to co-ordinate the school's programming and policy development, as well as the purchasing and repair of any ICT. This included implementing our remote learning platforms during the multiple lock-downs during the COVID 19 pandemic. Our achievements in the area of technology are an illustration of our school's commitment to ensuring that our children continued to learn when they were unable to be on-site at school. As part of this we offered many families access to school devices and internet connections to assist our children working from home.

## Principal's Report

This year past year of schooling has once again been unprecedented and has continued in the same way as the previous year, where the influences of the world have had a massive impact on the goals, priorities and actions plans of the school. We have been fortunate as a community that we have managed to work our way through many difficulties and problems. As we continue to negotiate our way through the disruptions and restrictions associated with COVID-19, I take this opportunity to report on our achievements and reflect on the way in which St Mary's Catholic Primary School community has responded to supporting the children and their families during this time. The staff have been strong in their determination and support of each other and this is underpinned by Christian values, our school has continued to thrive on our school's core values of "Respect, Compassion, Responsibility and Excellence".

As Catholic educators working in partnership with parents, the school has continued to inspire in our young children a relationship with Jesus and that by making a positive contribution to society, we express our faith and give life to our community. It is in times like these, especially the last 2 years, where the St Mary's Catholic Primary School community has been at it's strongest, banding together to stayed connected during times of physical isolation, postponements of events and restricted access to school. It has continued to build strong partnerships, network building and quality relationships with Melbourne Archdiocese Catholic Schools, staff, families, parish and the wider community that we were supported during this time of uncertainty and disconnectedness.

### **Catholic Identity**

2021 was another challenging year in terms of being able to include our school community in the same way we would normally do. Due to the number of lockdowns and restrictions on numbers etc. our Sacramental; programs did not go ahead.

However, we were able to attend some Masses together in class groups or as a school and we look forward to establishing a more regular routine with this in the future.

Our highlight in 2021 was the faith formation and growth opportunities offered to our staff, as part of the Rural COP, with Peta Goldberg. Peta's insightful and engaging work with all our staff teams created a real impetus for our work in our classrooms to include more scripture, and to include it in ways that created greater dialogue, and understanding. We look forward to continuing this work with Peta in 2022.

Completing the Review process in 2021 also gave us the opportunity to reflect on our journey and look towards developing goals for the future. The discussions and reflection on the SIF Rubric highlighted staff needs and concerns, and gave us time and space to unpack the data gathered from all areas of our school community. As a result of this process we have a clear path mapped out for the future to enhance our Catholic Identity, as a priority for the coming years.

### **Education**

The impact that COVID-19 has had in education has seen us continually moving and changing the way that we have undertaken the education of our students. Each teacher and learning support officer has demonstrated true professionalism as they continued to face the onerous task of continuously adapting to teaching and learning in a world where educational norms as we know them, keep changing. When required the staff have continuously changed and adapted the learning for students as required. They have managed the changes between learning from home and then back to classroom learning. They have continued to increase their technology skills and

adapt them as the need arises. The staff have maintained the requirements for hygiene, social distancing, while continuing to developing the strong relationships with students and families when physical distancing was required.

The staff continued to provide meaningful learning experiences for the children and this was always at the forefront of planning and delivery of the curriculum. Staff continued to be positive in the way that they related with each other and the school community. They were able to develop their own capacity through commitment, dedication and hard work. I wish to acknowledge the role of the teachers in our school and the remarkable impact they have on the lives of our students. I take this opportunity of thanking families for supporting their children and the school during times when working from home. Rescheduling and reorganising work/life balance presented some challenges, but hopefully these were fruitful times with your children which brought you delight and created memories that you can share at other times.

## School Advisory Council Report

To the school community,

As chair of the St Mary's Primary School Alexandra School Advisory Council, it gives me great pleasure to provide to the school community some information with respect to the role of the Council.

Before I get into that, I acknowledge that 2020 and 2021 have been difficult years to navigate for many. Covid certainly changed the landscape and life as we knew it. Home-schooling became the norm with many parents or guardians juggling working from home as well as providing "teacher" support to their kids - very challenging for students and parents alike.

It should be acknowledged that under the stewardship of Acting Principal Trish Etccl and Assistant Principal Christina Irwin and the amazing staff at St Mary's Primary School Alexandra, a "home-schooling curriculum" was able to be implemented. Whilst no substitute for face to face learning, the teachers and students worked together to make the best of a bad situation, ensuring that 2020 and 2021 were not wasted years.

2021 saw us farewell Principal Adrian Cheer. It was nice for students, staff and parents to be able to thank Adrian for his services to the school and farewell him in person at the school.

At the end of 2021, we also farewelled Trish Etccl. Trish was appointed Acting Principal by Melbourne Archdiocese Catholic Schools Ltd (MACS) whilst Adrian was on sick leave. I sincerely thank Trish for her work in this role.

Kathryn Stuart was appointed as the new Principal of St Mary's Primary School Alexandra in December 2021. Prior to her appointment, Kathryn was the Assistant Principal at Our Lady of Lourdes Primary School in Tarro, NSW. She has worked in the education sector since 1996 and comes to St Mary's Primary School Alexandra as a highly credentialed and experienced educator. I welcome Kathryn and her husband Glenn to Alexandra and have every confidence that our school is in good hands with Kathryn at the helm.

Thankfully, 2022 has brought some kind of "pre-covid life as we knew it" back. Students are back in the classroom learning and socially interacting with their friends. The playground is full of laughter and fun at recess - it's great to see.

The Melbourne Archdiocese Catholic Schools Ltd (MACS) operates and governs St Mary's Primary School Alexandra. The strategic direction and oversight of the operation and management of the school is the responsibility of the board of MACS. Through delegation, the day to day operational management of the school is delegated to the Principal.

Quoting from the St Mary's Primary School Alexandra "School Advisory Council Terms of Reference": "In keeping with the objects of the MACS Constitution, which states 'The good work of educating the young, undertaken in the light of the Gospel, is a co-responsible task led by every member of the Catholic school community' (p. 3), the School Advisory Council provides a crucial point of connection between the wider school community and school leaders".

The School Advisory Council supports the principal and school leadership and provides an important connection to the parish. It has no governance responsibility or decision-making authority.

The School Advisory Council does not take on the role of a parents and friends group, fundraising forum or fete organising committee. It is not the governing body of the school, and it has no legal identity, therefore it does not have decision-making authority.

The primary role of the School Advisory Council is to provide assistance and advice on school matters to support the principal in the context of the MACS governance arrangements.

The School Advisory Council Terms of Reference provides a detailed brief as to the workings of the Council and can be found on the school's website ([smalexandra.catholic.edu.au](http://smalexandra.catholic.edu.au)). Once on the website go to the "Community" menu, "School Advisory Board", then "Terms of Reference St Mary's Primary School Alexandra".

I wish all our students a successful year with their schooling this year.

Yours in education,

Daniel Crane

School Advisory Council Chair

## Education in Faith

### Goals & Intended Outcomes

- **To strengthen the Catholic Identity of the school.**
- **That student engagement in RE is strengthened.**
- **That staff capacity to engage students in a rich and relevant RE program is strengthened.**

### Achievements

- 4 staff members enrolled to undertake accreditation to teach RE, homework club formed to support those studying.
- staff planning RE units collaboratively.
- whole staff participation in PD on Mark's gospel with Peta Goldberg
- senior students prepared and film "Stations of the Cross" to share with younger students during Lent and Holy Week.
- prayer spaces re-vitalised in classrooms.

### VALUE ADDED

- Connecting RE across the curriculum: Ask big questions; explore big concepts; take action that matters, explore the Pedagogy of Encounter with staff.
- Continued to teach RE lessons during remote learning.
- Religious Education Leader appointed.
- Continued to update RE resources as required.
- Meetings with REL, Deputy Principal and Parish Priest.

## Learning & Teaching

### Goals & Intended Outcomes

- **Build shared beliefs and understandings and responsibility and accountability for the growth and progress of all learners at St Mary's (Parameter 1 and 14)**
- **Build on Catholic Identity and integrate faith, culture and life**
- **Build upon staff capacity in contemporary approaches to teaching & learning**
- **Maintain student voice and engagement through dialogic approach to teaching and learning**

### Achievements

#### LITERACY

##### Goals & Intended Outcomes

- Develop a scope and sequence for whole school spelling approach
- Develop clarity and consistency in classroom instruction from F-6
- Build staff capacity in effective assessment practices to inform student learning
- Provide intervention for at risk students
- Build shared beliefs and understandings and responsibility and accountability for the growth and progress of all learners (Parameters 1 and 14)

##### Achievements

- Spelling remained the main literacy focus
- School closure day enabled the staff to develop a clear whole school scope and sequence for explicit spelling instruction
- Synthetic approach to teaching phonics implemented into year 1 and 2 classrooms with decodable texts, building consistency with literacy approach in Foundation
- Learning Intentions and Success Criteria visible in classrooms for improved student learning
- Data Plan developed, evaluated and reviewed and shared with staff
- Reading intervention continued online and at school for students at risk

#### MATHEMATICS

##### Goals & Intended Outcomes

- Build shared beliefs, understandings, responsibility and accountability for the growth and progress of all learners of Mathematics at St Mary's
- Enable teachers to provide high quality learning opportunities for all students by Incorporating 'Assessment Waterfall' into all units of Mathematical learning

- To develop clarity and consistency in classroom instruction F-6 through developing a consistent whole school approach to planning and assessing Mathematical units of learning
- To build staff capability in effective assessment practices to inform student learning
- Incorporate co-teaching between Mathematics leader and teachers
- Provide Mathematics intervention for students who require focussed and explicit support

### Achievements

- Development of yearly overviews for the teaching of Mathematics across all year levels
- Learning Intentions and Success Criteria visible in classrooms for improved student learning
- Data Plan developed, evaluated and reviewed and shared with staff
- Mathematics intervention continued online and at school for students at risk
- Weekly online meetings with MACS Mathematic consultant

### Engagement

- Continue to develop clarity and consistency in classroom instruction F-6
- Continue engagement in Cohort 3 Lyn Sharratt professional development
- Continue to engage in Simon Breakspear Agile Schools online PL
- Provide facilitated planning to classroom teaching staff, based on student Literacy and Mathematics data

## STUDENT LEARNING OUTCOMES

In most areas of NAPLAN across years 3 and 5 St May's has seen growth in the number of students meeting the minimum standard since 2019 (as there was no NAPLAN in 2020).

**YEAR 3 GRAMMAR & PUNCTUATION** up 3.8%

**YEAR 3 NUMERACY** up 3.8%

**YEAR 3 READING** has stayed constant at 100% of students meeting minimum standard

**YEAR 3 SPELLING** down 5.9%

**YEAR 3 WRITING** has stayed constant at 100% of students meeting minimum standard

**YEAR 5 GRAMMAR & PUNCTUATION** up 7.8%

**YEAR 5 NUMERACY** has stayed constant at 100% of students meeting minimum standard

**YEAR 5 READING** down 4%

**YEAR 5 SPELLING** down 4%

**YEAR 5 WRITING** up 11.8%

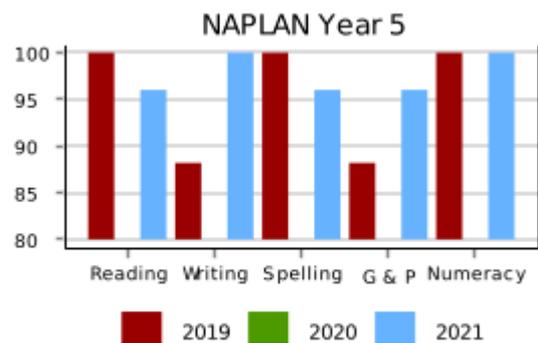
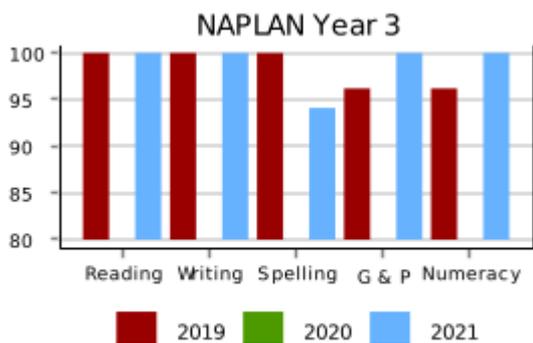
As a result of this data as well as looking at PAT Data and other class data, it has been identified that spelling is an area of need moving forward into 2022. The AAP has a focus on spelling for 2022 and resources are being sort to assist with school's development in this area. There has also been Professional Learning in this area to build the capacity of teachers. COVID and home learning has also had a significant impact on this data and Student Learning Outcomes.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	96.2	-	-	100.0	-
YR 03 Numeracy	96.2	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	94.1	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	88.2	-	-	96.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	96.0	-
YR 05 Spelling	100.0	-	-	96.0	-
YR 05 Writing	88.2	-	-	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

- Enhance the SEL (Social and Emotional Learning) curriculum across all learning areas
- Enrich students' resilience, responsibility and confidence as learners, both at school and remotely
- Link our SEL curriculum with our Catholic Faith outcomes
- Build a key focus on PBIS (Positive Behaviours in Schools) to celebrate all the wonderful achievements and behaviours of our students
- Further developed our Grade 5/Foundation and Grade 6/Grade 1 buddy program
- Child Friendly Child Safe Policy developed by our Grade 5 students

### Achievements

- Appointment of Wellbeing Leader at our school
- Connected our Catholic Faith outcomes directly to our SEL curriculum
- Learning Diversity leader worked alongside teachers to support differentiation and continued PSG meetings, even through Remote Learning
- Regular focus on Student and Staff Wellbeing in Leadership Meetings
- Resources available to staff, with key PLT focus, to support Wellbeing in our school
- Consistent data collection surrounding wellbeing to accurately track and measure
- Developed PBIS Expectations for key areas around the school

### VALUE ADDED

- Students celebrating positive behaviours of peers by choosing recipients for PBIS Awards at weekly assemblies
- Activities throughout the year to promote student connections and engagement - colour run, challenge day, dress up/free choice clothes days, etc
- Consistent data collection enabling for staff to identify key behaviours and areas for explicit teaching
- Enhanced staff and student wellbeing through little initiatives in classes and whole school

### STUDENT SATISFACTION

**Our 2021 MACSIS Survey data informs us that:**

- 74% of our students feel our teachers understand their effort, persistence and performance.
- 67% of our students feel our teacher/student relationships are positive.
- Our student safety rating by our children is slightly below the MACS average.
- 66% of our students have positive mindset about themselves as learners.
- 54% of our students believe that they have a caring adult who they can seek within our school.
- 52% of our students rate our student voice and student leadership as positive.

## STUDENT ATTENDANCE

### **Procedures for monitoring school attendance**

1. Notification of an absence can be made by phone or via email on 5772 1500 (message can be left out of hours) or email at admin@smalexandra.catholic.edu.au Parents can also notify the school via Operoo or Seesaw.
2. Parents, guardians and/or carers are required to notify the school by 9.20am of the reason for any absence from school on the day of absence.
3. Where the reason for absence is known, the reason is recorded by administration and the teachers are notified of the absence and reason for this.
4. Attendance at the school is checked twice daily by admin/ reception officer and records are printed and filed.
5. The attendance reports are accessed by admin/reception officer to follow up students who are absent without explanation.
6. If a student is absent without explanation, the school admin / reception officer will send an SMS notification to the parent/guardian for an explanation as soon as possible on the day of absence.
7. Information about the number of days of absence are recorded electronically on the Nforma program and on student reports that are sent to parents twice yearly.
8. Where the rate of absenteeism is of concern, the school will follow up with the parents/guardians by a phone call or email from the principal, deputy principal or a member of leadership.
9. Parents are required to provide up-to-date contact details and notify the school of any changes to contact details or address. This can be done via Operoo, phone call or face to face.

### **Procedure for late arrival at school**

When a child/ren arrive late for school at St Mary's they are required to be signed in at the office prior to going to the classroom.

### **Procedure for leaving school before the normal departure time**

Students who leave school prior to the scheduled finishing time, must be signed out at the office prior to leaving by their parent or guardian.

**Procedures for communicating about attendance expectations to parents/guardians**

All parents are informed as required about the importance and expectations of attending school via an email or phone call.

**Attendance record keeping**

Records about attendance, including records about students who have been absent from school without reason for long periods of time are printed and filed in the reception office and leadership are notified by admin / reception officer.

**Attendance improvement strategies**

Leadership and classroom teachers work with families and students where school attendance is irregular.

This includes opening communication with families, notifying MACS Student Wellbeing for further support and possible inclusion of outside agencies such as Family First.

**During COVID-19**

1. Children or family check in twice a day with their classroom teacher online. Attendance details were entered into the roll electronically.
2. Children attending onsite were recorded twice daily and this was recorded into the roll by admin.
3. Children who could not participate in their online learning or attend school due being absent for the day the reason was recorded and marked in the roll electronically as per normal procedures if a child is absent from school as mentioned above.

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y01	92.4%
Y02	91.7%
Y03	91.2%
Y04	90.3%
Y05	85.7%
Y06	90.2%
<b>Overall average attendance</b>	<b>90.2%</b>

## Child Safe Standards

### Goals & Intended Outcomes

**To work in line with our Child Safe Policy in meeting systemic standards.**

### Achievements

St Mary's continued to be committed to Child Safety and the wellbeing of children in our care. We create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety.

We continued to work within the guidelines of the following policies:

- St Mary's Child Safety Policy
- St Mary's Wellbeing Policy
- St Mary's Complaints Policy
- St Mary's Parent Relationship and Code of Conduct Policy
- St Mary's Bullying Policy
- St Mary's Social Media Policy for Staff
- St Mary's Privacy Policy
- St Mary's Excursion and Camp Policy
- St Mary's Anaphylaxis Management Plan

### Training & Awareness Strategies

- Staff meetings and training in relation to Child Safe.
- Staff completion of Mandatory Reporting online module
- Principal Briefing on Child Safe conducted by Catholic Education Office Melbourne
- Parent information letters and flyers in school newsletter
- Interviews for Parent Volunteers and Contractors in relation to Child Safe Policy
- Staff training in First Aid and Anaphylaxis
- Induction for new staff to develop awareness of Child Safe policies.

# Leadership & Management

## Goals & Intended Outcomes

- To create and sustain a school culture based on shared vision, effective teamwork and continuous improvement.
- Promote a collective, faith based leadership grounded in the teachings of Jesus Christ.
- That the feedback and appraisal practices be strengthened.
- Ensure staff's commitment to our Catholic School Vision, and understand their role in the provision of an engaging and inclusive learning and teaching environment.
- Develop strategies to build the leadership capacity of all staff members and teams.

## Achievements

- Staff meetings and PLTs were restructured to address Learning and Teaching needs.
- To reinforce a team approach through Level teams and School leadership team.
- Continuation of a Whole School Learning and Teaching Guide to support Staff and our student learning.
- Leadership team meetings fortnightly or more frequently as required.
- Budget's organised to facilitate student learning and engagement.
- Numeracy Leader appointed to be released one day per week for planning and coaching.
- Regular meetings with the principal consultant from MACS.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

- Rural COP
- Lyn Sharratt - Learning Collaborative
- First Aid, CPR Anaphylaxis
- Peta Goldberg RE whole day for all staff
- RE Professional Learning
- ICON training
- Mandatory Reporting PD
- Disability training
- Simon Breakspeare
- Maths Online Interview PD
- NAPLAN Online Data Session

- Review planning days
- Online meetings with MACS Maths leader
- Aboriginal & TS islander funding briefing/network meeting
- Learning Diversity PD/network
- Information Sharing & Family Violence Reform
- Warden Training via Dynamiq modules
- OH&S PD
- PLP setting Learning goals
- Bike Ed training
- NCCD units
- Literacy Network Meeting
- Disability Standards for Education Modules
- English Online Interview
- Wellbeing CEM
- NAPLAN Training
- Student Wellbeing Network/Cluster Meetings
- Smiling Minds School Champion PD

Number of teachers who participated in PL in 2021	20
Average expenditure per teacher for PL	\$384

**TEACHER SATISFACTION**

**Our 2021 MACSIS Survey data reflected the following staff responses:**

- 65% of our staff gave our school positive endorsement.
- 84% of staff gave a positive endorsement for leadership/staff relationships. This is above the MACS average.
- 63% endorsed the schools leaderships as effective.
- 76% of the staff felt that they were able to take risks and learn through making mistakes.
- 66% of staff felt that they worked wel together in teams to improve teaching and learning.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	69.9%
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<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	80.0%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	0.0%
Graduate	7.1%
Graduate Certificate	0.0%
Bachelor Degree	14.3%
Advanced Diploma	7.1%
No Qualifications Listed	78.6%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	22.0
Teaching Staff (FTE)	12.7
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	12.7
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

- To develop dynamic family, parish and community partnerships.
- Ensure that the actions of the school community reflect and connect to Catholic social teachings.

### Achievements

- Online platforms & Learning portfolios, display of children's work.
- Continue improving our two-way communication with school families and the parish community communicated online due to COVID 19 restrictions to visitors onsite.
- Develop and implement an ongoing process to capture a variety of formal and informal feedback from parents and students.
- Develop a range of resources to inform parents and support them to become more involved in their child's learning at all levels e.g. Information packs, Family Mathematics Nights etc.
- Parent Teacher Interviews twice a year.
- The difficulties of numerous weeks of lock downs during COVID made it challenging to achieve all the goals.
- Teachers were tireless in their support of parents to engage their students during times of home learning.

### PARENT SATISFACTION

#### Our 2021 MACSIS data reflects the following:

- 65% of parents give a positive endorsement of our school.
- 67% of parents endorse our school's ability to meet their child's need.
- 83% of parents endorse our school's social and learning climate.
- 69% of parents endorse the safety of our school.
- 90% of our parents would recommend our school to others.

## Future Directions

### **To enhance the Catholic Identity of the school community.**

- A greater understanding of what it means to belong to a Catholic School community will be built.
- Teachers are supported in their faith formation and professional development in Religious Education.
- Teachers will be able to create a classroom environment that encourages dialogue and encounter.

### **To strengthen leadership capacity to deliver an improvement agenda.**

- Clear role and responsibilities descriptions will be established, and shared with staff and the school community.
- St. Mary's Leadership Team will encourage a school-wide, shared responsibility for student learning and success.
- A culture of continuous professional improvement will be embedded and communicated to the school community.

### **To develop consistent, effective pedagogical practices.**

- Oral language will be monitored against agreed success criteria across the school.
- High impact teaching strategies will be articulated and embedded in teacher practice.
- A culture of high expectations and agreed success criteria is established across all learning areas.