



St Mary's School Alexandra

2022 Annual Report to the School Community



Registered School Number: 1512

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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 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.

06/03/2023

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

At St Mary's school we encourage an inclusive, learning community that values safety, love and faith.

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 was slightly down in 2022 with 150 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 7 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 Zones of Regulation Framework. St Mary's began the journey with Zones of Regulation began in 2022 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, as well as developing a common language across school community. This initiative has also contributed to our capacity to meet the Child Safety Standards set out in the Ministerial Order no 1359.

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 2022 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 40 children who are supported by this approach. 2021 saw the children in years 3 to 6 continuing to use 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.

Principal's Report

This past year of schooling has once again continued in a similar way as the previous year, where COVID-19 has continued to have an impact on the goals, priorities and actions plans of the school. Once again, the community has worked together to manage and deal with the issues that have arisen as a result of this. 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 few years, where the St Mary's Catholic Primary School community has been at its strongest, banding together to ensure that the students in our care continue to be nurtured and to grow academically, physically and spiritually. 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 continue to support this wonderful school.

Catholic Identity

2022 remained challenging in terms of being able to include our school community in the same way we would normally do, this began to ease as changes and restrictions were reduced. We were again able to offer our Sacramental programs to those who had not been able to take part previously.

We were unable to attend Masses together in class groups or as a school at the beginning of the year as we were unable to be all together indoors. Our parish priest left to move to another parish we were without a priest for a number of months impacting our ability to attend mass as restrictions eased. We were lucky enough to have a visiting priest who was able to facilitate a whole school mass for the first time in a few years. This was a wonderful time for our school community. In November, our parish priest Father Jose Mathew arrived and we were able to celebrate our End of Year mass with the whole school community. We look forward to class, school and parish masses in 2023.

In 2022 we continued our faith formation and growth opportunities offered to 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 2023.

The AAP has continued to support staff needs to improve student understanding of Catholic Identity through strategies such as unpacking the data gathered from all areas of our school community. MACSIS data has highlighted the that continuing to improve Catholic Identity is a high priority.

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. We continued to work on our Annual Action Plan priority of pedagogical practice to improve student learning and outcomes. This will support and build the capacity of staff in our school, and see improved student data.

After the impact of COVID-19 a need was seen in the area of mental health and wellbeing, and was a priority area in 2022. Supporting the SEL lessons that happen in classrooms, staff facilitated Wellbeing days by introducing the Zones of regulation. This was introduced to support students understanding their own feelings and emotions, as well as that of their peers and families. This will be continued in 2023.

Catholic Identity and Mission

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 completed accreditation to teach RE.
- staff planning RE units collaboratively, using facilitated planning.
- whole staff participation in PD each term with Peta Goldberg.
- Scope and Sequence developed.
- New Vision Statement developed with whole school community.

VALUE ADDED

- Connecting RE across the curriculum: Ask big questions; explore big concepts; take action that matters, explore the Pedagogy of Encounter with staff.
- Godly Play used F-2.
- Continued to update RE resources as required.
- Participation in Rural COP.

Learning and 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)
- Enhance the Catholic Identity and integrate faith, culture and life across the school community
- Strengthen leadership capacity to lead and improve student outcomes
- Build upon staff capacity in contemporary approaches to teaching & learning
- Support and improve the planning of spelling based on student data

Achievements

LITERACY

Goals & Intended Outcome

- Provide facilitated planning to classroom teaching staff, based on student literacy data
- Assess Spelling through authentic writing samples
- Develop explicit structured spelling lessons
- Engage with 'knowledgeable other' to improve leadership skills and content knowledge
- Integrate oral language as an assessment tool for R.E assessment

Achievements

- Spelling remained the main literacy focus
- Spelling assessment CoST purchased and applied from 3-6 providing excellent student data for targeted teaching groups
- Foundation, Year 1 and 2 implemented a synthetic phonics approach in reading to provide a consistent approach to learning and teaching in junior levels
- Learning Intentions and Success Criteria continued to be visible and improve student and teacher understanding of what was being taught and how to achieve success in each lesson
- Data Plan developed, evaluated and reviewed and shared with staff
- Reading intervention supported phonics approach to reading for students at risk
- Facilitated planning implemented with a spelling focus to support staff with planning, resources and goal setting
- Literacy Leader engaged in region network meetings, Lyn Sharratt Cohort sessions and Simon Breakspear Professional Learning

MATHEMATICS

Goals & Intended Outcomes

- Focus on the number strand of Mathematics and how we assess this school wide

- Build shared beliefs, understandings, responsibility and accountability for the growth and progress of all learners of Mathematics at St Mary's
- 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

- Mathematics data wall co-constructed by staff based on an assessment of the number strand
- Data wall revisited and students reassessed to measure growth
- 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 supported at risk and high achieving students
- Weekly online meetings with MACS Mathematic consultant
- Purchase of new number focussed resources for classrooms and whole school use

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.

YEAR 3 GRAMMAR & PUNCTUATION down 5%

YEAR 3 NUMERACY down 13%

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

YEAR 3 SPELLING stayed constant

YEAR 3 WRITING down 2.8%

YEAR 5 GRAMMAR & PUNCTUATION down 2.8%

YEAR 5 NUMERACY up 2.8%

YEAR 5 READING has remained constant

YEAR 5 SPELLING down 3.6%

YEAR 5 WRITING up 1.3%

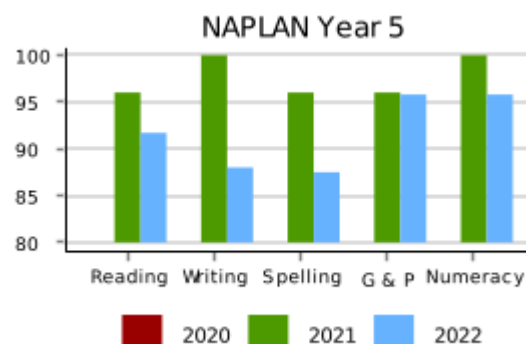
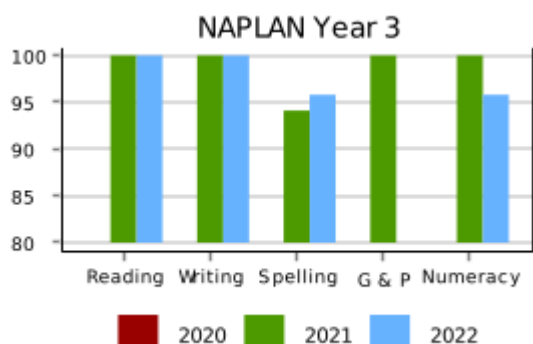
As a result of this data as well as looking at PAT Data and other class data, it has been identified that spelling is an area of need moving forward into 2022. The AAP has a focus on spelling for 2023 and resources are being sort to assist with school's development in this area. There has also been Professional Learning in this area to build the capacity of teachers and in 2023 the school will undertake a Literacy Intensive Partnership to improve writing and in particular spelling as identified by the data. COVID still managed to impact the learning of some students and the use of intensive intervention.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	79.2	-20.8
YR 03 Numeracy	-	100.0	-	95.8	-4.2
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	94.1	-	95.8	1.7
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	96.0	-	95.8	-0.2
YR 05 Numeracy	-	100.0	-	95.8	-4.2
YR 05 Reading	-	96.0	-	91.7	-4.3
YR 05 Spelling	-	96.0	-	87.5	-8.5
YR 05 Writing	-	100.0	-	88.0	-12.0

* 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

- Build a key focus on enhancing Emotional Regulation as a school-wide approach using the Zones of Regulation model
- Enhance the SEL (Social and Emotional Learning) curriculum across all learning areas – looking at how to promote this learning in all subjects, not just as a stand alone
- Continuation towards linking our SEL curriculum with our Catholic Faith outcomes
- Enrich students' resilience, responsibility and confidence as learners, both at school and remotely

Achievements

- Learning Diversity leader worked alongside teachers to support differentiation and continued PSG meetings
- Regular focus on Student and Staff Wellbeing in Leadership Meetings
- Zones of Regulation resources available to staff, with key PLT focus, to support Wellbeing in our school
- Building consistent data collection surrounding wellbeing to accurately track and measure
- Whole School Wellbeing Days were organised and frequently occurred throughout Terms 3 and 4 to facilitate Emotional Regulation Learning and support the Health curriculum
- COVID Care packages delivered to families in Terms 1 and 2 that were in isolation to support Wellbeing in our School Community

VALUE ADDED

- Wellbeing 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 – behaviour tracking data and general wellbeing data of students and staff

STUDENT SATISFACTION

Our 2022 MACSIS Survey Data informs us that:

- 69% of students feel that teachers understand their effort, persistence and performance

- 62% of our students feel that teacher/students relationships are positive.
- Our students safety rating by our children is slightly below the MACS average.
- 67% of our students have a positive mindset about themselves as learners.
- 56% of our students believe that they have a caring adult who they can seek within our school.
- 50% 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	86.5%
Y02	88.3%
Y03	86.9%
Y04	89.8%
Y05	87.3%
Y06	83.9%
Overall average attendance	87.1%

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 that have been developed by MACS:

- Child Safety and Wellbeing Policy
- Complaints Policy
- Child Safety Code of Conduct Policy
- Bullying Policy
- Social Media Policy
- Acceptable User of IT Policy
- Privacy Policy
- Excursion and Camp Policy
- Anaphylaxis Management Plan
- Engaging Families in Child Safety Policy
- Recruitment Policy
- Reportable Conduct Policy

Many policies were updated this year due to the new Ministerial Order that came in to affect in July 2022, this included the updated Child Safe Standards.

Training & Awareness Strategies

- Staff meetings and training in relation to Child Safe Standards, including the new Child Safe Standards introduced in July 2022.
- At the beginning of each staff meeting once a week, child safe standard is discussed with the aspects of what we do well at St Mary's and where we could improve.
- Staff completion of Mandatory Reporting online module
- Parent information letters and flyers in school newsletter
- Interviews for Parent Volunteers and Contractors in relation to Child Safety and Wellbeing Policy
- Staff training in First Aid and Anaphylaxis
- Induction for new staff to develop awareness of Child Safe policies.

Leadership

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 agenda created for each term so that staff are aware of what is being discussed and addressed at each meeting. This has occurred to address Learning and Teaching needs across the school and to develop Pedagogical practices.
- 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 weekly with a planned agenda for the term.
- 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 2022

- 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 Breakspear
- Maths Online Interview PD

- NAPLAN Online Data Session
- 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 2022	15
Average expenditure per teacher for PL	\$375

TEACHER SATISFACTION

Our 2021 MACSIS Survey data reflected the following staff responses:

- 72% 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.
- 64% endorsed the schools leaderships as effective.
- 78% of the staff felt that they were able to take risks and learn through making mistakes.
- 84% of staff felt that they worked well together in teams to improve teaching and learning. This up 18% on the previous year and above the MACS average.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	67.0%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	82.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	7.7%
Advanced Diploma	0.0%
No Qualifications Listed	92.3%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	22.0
Teaching Staff (FTE)	13.8
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	12.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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

- Continue improving our two-way communication with school families and the parish community communicated online.
- 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 Learning Engagement Nights etc.
- Parent Teacher Interviews twice a year.
- Teachers were tireless in their support of parents to engage their students during learning times.

PARENT SATISFACTION

Our 2022 MACSIS data reflects the following:

- 76% of parents give a positive endorsement of our school. This is up 11% on the previous years data.
- 82% of parents endorse our school's ability to meet their child's need.
- 91% of parents endorse our school's social and learning climate.
- 82% of parents endorse the safety of our school.

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 with a specific focus on prayer in the classroom.
- 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.

- Spelling within the writing context will be monitored against agreed success criteria across the school.
- High impact teaching strategies will be articulated and embedded in teacher practice, particularly with a focus on the Intensive Partnership in Literacy that will be undertaken in 2023.
- A culture of high expectations and agreed success criteria is established across all learning areas.